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The Minnesota Colleges
Their Contribution to Society

The Occidental Colleges
To-day and To-morrow

Edited by

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Executive Secretary of the Association

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THE EFFECTIVE COLLEGE

THE EFFECTIVE COLLEGE has met with a most favorable reception from members of the Association and the general public. Dr. John H. Finley, editor of the *New York Times*: "I wish I could have had such a book when I was beginning my work as a college president."

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THE MINNESOTA COLLEGES

THEIR CONTRIBUTION TO SOCIETY

By ROBERT LINCOLN KELLY

FOREWORD

This is not and does not profess to be a *survey* of the thirteen denominational colleges of Minnesota. It is an attempt to make a partial answer to one question. This question was propounded on March 17, 1927, in the name of the Association of Minnesota Colleges by its President, Donald J. Cowling of Carleton College. In his letter of that date President Cowling said:

This is just a note to confirm our conversation of yesterday,—namely that we shall be very glad to have you make a study of the contributions the colleges of Minnesota have made to the public life of the state and nation, any time at your convenience between now and the close of the present year.

In the progress of the study, this one question has been kept in mind. The motive of the study was constructive rather than critical. All the institutions were visited and all the data collected was later verified by them. Many courtesies were shown by the officers of the University of Minnesota.

The author is responsible for the deductions and conclusions. The entire manuscript has been submitted in advance of publication to all of the thirteen colleges.

The author wishes to express his appreciation of the uniform courtesy shown him by the officers and faculties of the colleges and of the University. In the preparation of the report he has been ably assisted by Miss Ruth E. Anderson of the staff of the Association of American Colleges.

New York
May 31st, 1928

ROBERT L. KELLY

THE GENIUS OF THE NORTHWEST

When Daniel Webster opened his remarks in the United States Senate, in his now historic reply to Hayne, he called for the reading of the resolution. In like manner, it seems advisable now, in view of the narrowing vision demanded by the present stress and strain of academic programizing, to take a careful look at the compass. We must not forget which direction is north.

The pioneers who opened up the territory now included in the State of Minnesota were traders and missionaries. There were two fundamental motives urging them on.

Later, the framers of the Constitution in its preamble declared, "We, the people of the State of Minnesota, grateful to God for our *civil** and *religious* liberty, and desiring to perpetuate its blessings and secure the same to ourselves and our posterity, do ordain and establish this Constitution." The two motives of the pioneers were combined and written into the fundamental law of the state.

As the name of God is written in the state constitution, so the presence of God permeates the fabric of the state's life. That presence is detected in the aspirations and deeds of its greatest and its humblest citizens. If the present day makers of the state's educational program lose sight of this fact, they wander into pathways forbidden by the genius of the commonwealth. The state must be preserved from this peril.

* Italics introduced by the writer.

MINNESOTA'S PROGRAM OF HIGHER EDUCATION

RELIGION AND EDUCATION—ONE AND INSEPARABLE

How has the spirit of the trader and the missionary, transformed into the spirit of present-day service, been translated into the state's program of higher education? By the establishment of the dual system of education, which in some form characterizes the educational program of all of the American states.

THE PROGRAM OF THE STATE UNIVERSITY

With the program of the University of Minnesota this study does not concern itself since it was not included in the list of institutions to be investigated. The colleges of the University are: Science, Literature and Arts; Physical Education; Engineering and Architecture; Agriculture, Forestry and Home Economics; Law; Medicine; Dentistry; Chemistry; Mines; Pharmacy; Education; Business Administration. President Coffman in an address at the University recently asserted*:

One may teach the multiplication table so that his students will be saints or sinners; he may teach the law of capillarity as a mechanistic fact or as fundamental force not of the physical world merely but dominant in the living world as well; he may teach the rights of property as an aspect of legal procedure or as a social instrument for administration of justice. No matter how he teaches these facts he is making for a better or a worse world, he is influencing human conduct. Wherever ideas are being discovered or manipulated, ethical implications are always present.

THE PROGRAM OF THE COLLEGES

The thirteen independent colleges of Minnesota frankly devote their primary emphasis to the enlarging work of the missionary. They teach the pure sciences and arts—and

* Coffman, Lotus D. The Broader Meaning of Intellectual Achievement. *School and Society*, Vol. 26; 653, p. 2. July 2, 1927.

they teach religion. They are not so much concerned, in their own program of procedure, with the application of those sciences and arts which greatly appeal to the modern trader.

To appreciate how strikingly it is true that the colleges of the state have developed primarily from the missionary motive we present their objectives either in their own words or in words approved by them.

Hamline University, St. Paul. "Hamline University was established under a special act of incorporation granted by the Territorial Legislature of Minnesota and approved by Governor W. A. Gorman, March 3, 1854. It was the result of the interest and activity of a group of pioneer clergymen of the Methodist Episcopal Church among whom should be named the Rev. Matthew Sorin, the Rev. Chauncey Hobart, his brother, the Rev. Norris Hobart, and the Rev. David Brooks.

"... The college strives in all its relationships to realize the religion of Jesus. His point of view permeates the curriculum being the subject of special study in modern and scholarly courses in Biblical literature, religion, religious education, and philosophy of religion. His standard of values is held up as the ideal for campus life."

St. John's University, Collegeville. In 1857 a band of pioneer Benedictines, under the leadership of Father Demetrius, Count de Maragne, secured from the Territorial Legislature of Minnesota a charter to establish St. John's Seminary. They began conferring degrees in 1870. Religion is made a part of the curriculum work, of the practical life of the student, is the groundwork of the student's general conduct and ethical code. The aim of the faculty is to form character.

Gustavus Adolphus College, St. Peter. Founded in 1862 for the higher Christian education of the Swedish-American Lutheran youth of Minnesota and the northwest. Its aim is to provide a thorough liberal education based upon and permeated by the principles of Christianity as professed by the Lutheran Church.

Carleton College, Northfield, was founded in 1866 by a Board of Trustees nominated by the Minnesota Conference

of the Congregational churches. It announces in its current catalog as its especial concern the moral welfare of its students, and that it strives to preserve a genuine Christian atmosphere and to have all of its influences count for the development of strong and well-grounded character. Congregational pioneers who founded Carleton expressed the hope that it would some day be the equal of the best colleges in New England. The Baptists and Episcopalians have now united with the Congregationalists in the support of Carleton.

Augsburg College, Minneapolis, founded in 1869 as the Divinity School of the Lutheran Free Church, is the oldest Norwegian-Lutheran School of its kind in America. The aim of the founders was to meet the demands of the Lutheran immigrant for earnest, consecrated ministers of the gospel. While the curriculum of the school has been broadened so that it is now both a seminary and a college, there has been no disposition, to use the words of the present management, to deviate from its original purpose.

St. Olaf College, Northfield, had its beginnings in 1874. It is the outgrowth of the labors of the Reverend Bernt Julius Muus, for forty years the pastor of a single Norwegian-Lutheran Congregation in Minnesota. Collegiate work was begun in 1886. The general aim of the college is to give young men and women a higher education on the basis of the Christian faith as taught by the Evangelical Lutheran Church. The chief and special object of the college is to prepare young men for the study of theology that they may become ministers and missionaries in the church.

The College of St. Benedict, St. Joseph, began its work in 1880 and was incorporated as an institution for the higher education of young women in 1887. As a distinctly Catholic institution, religious instruction forms an organic part of the curriculum.

Macalester College, St. Paul. A pioneer missionary and educator, Reverend Edward Duffield Neill, founded two academies, from which Macalester College grew. The

famous locomotive builder, M. W. Baldwin, gave him moral and financial support. It was supported by Charles Macalester, of Philadelphia, and the Synod of the Presbyterian Church of Minnesota adopted it as their own in 1885. It seeks to preserve the religious atmosphere in which it was founded as it develops a college of liberal arts and sciences.

The College of St. Thomas, St. Paul, was founded by the Most Reverend John Ireland in 1885. It is a diocesan institution, conducted by diocesan priests, under the control and direction of the Archbishop of St. Paul. It announces that, in conformity with the purpose of other Catholic colleges, it regards as its most sacred duty the moral and religious training of the pupils intrusted to its care.

Concordia College, Moorhead, was conducted from 1891 to 1913 primarily as an academy, under the direction of the Northwestern Lutheran College Association. The aim is to combine instruction in the principles of Christianity with the pursuit of secular studies and to reflect Christian ideals in the life and spirit of the school. It is charged with the responsibility of training future ministers, missionaries, deaconesses and church leaders in all walks of life. Its special object is to prepare young men for the study of theology in order that they may enter the divine service of the church as ministers and missionaries.

The College of St. Teresa, Winona, was founded to meet a growing demand on the part of Catholic women students in the northwest to pursue standard college courses under Catholic auspices. The faculty is made up of religious and lay men and women. Its aim is to turn out apostolic women thoroughly trained in every department of secular training, militants to uphold the ideals of Christianity in society to-day.

The College of St. Catherine, St. Paul, was founded by the Most Reverend John Ireland and is strictly a college of liberal arts and science. It seeks to produce women whose qualities of mind and heart will enable them to do their share of the world's work in a gracious, generous, beneficent

spirit. It places its confidence and support in its Catholic constituency.

St. Mary's College, Winona, was founded in 1912 by the present Bishop of Winona, the Right Reverend P. R. Heffron, for the higher education of the young men of the northwest. It is devoted to "the most thorough training of the intellect of the student, together with the full development of his moral character and religious ideals."

THE VALIDITY AND VITALITY OF THE COLLEGE PROGRAMS

The work of the two types of institutions covers the needs of the state. So evasive and subtle are the motives and processes of education, it is true that while each has its own emphasis, each also works in the other's field. They are in their major influences, both in philosophy and in fact, complementary. Neither can do the work of the other; neither despises the work of the other. To lose either would be a disaster irreparable to the state. A proper balance of the influence and power of the two types of education must be preserved. This was true when the historic trader and missionary first entered the wilderness, and when the state constitution was signed and sealed. It is none the less true to-day. If the impossible were to happen and these colleges were driven from the field and no others were allowed to arise to take their place, the state would be called upon greatly to increase its current expenditures for higher education particularly in the field of the liberal arts and sciences. To raise this additional money through taxation might be possible. For the state to give the type of education which the taxpayers who support these denominational and independent colleges demand for their children would be entirely impossible. It is because this is known to be impossible that the citizens who sponsor this type of education pay out large sums in addition to their taxes for the work of the colleges. They recognize the responsibility to which the Supreme Court of the United States referred in its unanimous decision in the Oregon case;

"The child is not the mere creature of the state . . . Those who nurture him and direct his destiny have the right coupled with the high duty, to recognize and to prepare him for additional obligations."

Within the past year the Supreme Court of the State of Minnesota has handed down a decision in which it is pointed out that the teachings of the Bible are conducive to good citizenship. The Minnesota court called attention to the fact that the daily sessions of Congress and of the State Legislature are opened with prayer, and that the army and navy have been provided with chaplains at great expense. The decision goes on to say, "It may be truthfully asserted that no more exacting rules of obedience to constituted civil authority exist anywhere than those found in the Bible—rules to which neither Jew nor atheist reasonably can take exception." The colleges of Minnesota have always held the view, now endorsed by the highest judicial authority of the state, that the welfare of the state will be enhanced by incorporating Biblical teachings into the substance and method of education. Many of the colleges of the state now, as Macalester and St. Catherine, even use the Bible as a textbook; and indeed some of them, Augsburg, for example, make it their leading textbook. The implications of the Ordinance of 1787, certainly one of the most far-reaching laws ever passed by any legislative body in the world's history, that religion is a necessary part of the work of the school, still stands. Added to this is a long line of civil sanctions, and the sanctions of social progress illustrated everywhere in Christian civilization. The colleges of Minnesota are attempting to profit by the "experience of mankind that moral principles . . . do not thrive among communities from generation to generation unless combined with religion."* They thoroughly believe, and they set up their programs accordingly, that "it becomes, therefore, of interest to the state to maintain religion and to teach it."* They offer their services to the State of Minnesota as instruments of progress in these terms.

* Robert Sencourt, *North American Review*, March, 1927.

THE RECOGNITION OF THE WORTH OF THESE COLLEGES

While none of the colleges would claim yet fully to have attained its goal, most of them have successfully passed through the periods of rough pioneering. Their fight now is not for bare existence. Their concern is for equipment, physical and personal, which will enable them to render the largest possible service to society. They have received and are receiving the full confidence and wise counsel from those whose confidence and counsel guarantees stability—from citizens of the highest order in the life of the state and church; from men of means—captains of industry representing financial agencies of vast wealth; men who recognize that the colleges know how to conserve and spend for the public weal; from the great educational foundations—the Carnegie Corporation, the Carnegie Foundation for the Advancement of Teaching, the General Education Board and others; from the great educational associations, from the national, regional and state agencies of standardization, and, most valuable and significant of all, from the general public.

FINANCIAL CAMPAIGNS

Most of these colleges have conducted organized appeals for money from time to time, and the responses have indicated the esteem in which they are held by the public. Carleton has conducted three different campaigns since 1911, which amounted to about \$3,500,000. In each of these the General Education Board made a conditional appropriation; the respective amounts were \$100,000, \$100,000, and \$525,000. This Board also has made a conditional gift to Hamline of \$250,000, which resulted in the securing of \$1,354,132 more by that institution. St. Mary's has secured \$1,150,000, and since 1924 St. Olaf has secured a total of \$1,070,000 of which \$750,000 was for endowment and \$320,000 for the Science and Administration Building, the

General Education Board contributing \$80,000 toward the latter. Macalester now has a million dollar campaign in process. St. Catherine has in recent years secured \$492,000 for endowment, of which the General Education Board contributed \$100,000. It also gave the same amount toward a science building. Concordia completed a campaign for endowment in the spring of 1926 to the amount of \$760,000. Gustavus Adolphus has received over \$200,000 by means of a campaign for her gymnasium and endowment to which the General Education Board gave an additional \$100,000. Augsburg's alumni have contributed \$50,000, while some of the alumni of St. John's have taken out insurance policies with the college as the beneficiary.

CHURCH APPROPRIATIONS

As another indication of the esteem in which the colleges are held there is submitted the record of the church appropriations which St Olaf received for each fifth year during the past quarter of a century.

Appropriations to St. Olaf College, 1900-1928

1900	\$ 4,000	1915	\$15,063
1905	12,000	1920	47,584
1910	20,225	1928	70,000

Total receipts, 1900-28, \$964,871

There have been reported to us the following gifts from church contributions and appropriations: To Augsburg, \$182,256; to Gustavus Adolphus, \$25,000 from outside the state, and \$90,000 from Lutheran Minnesota Conference in three years; to Hamline, \$122,000 from outside the state, and \$75,000 from the Methodist Episcopal Church in the past ten years; to St. Catherine, from the Order of St. Joseph, \$80,000; to St. Teresa, \$500,000 for permanent endowment from the Sisterhood.

STANDARDIZING AGENCIES

The following list shows the present status of the colleges as judged by the national, sectional and state agencies of standardization.

This data is submitted with full recognition of the inadequacies of the standards set by the standardizing agencies. Indeed the Higher Education section of the Minnesota Education Association is very active in the effort to discover and put into operation more vital standards than those now generally in use. Until new and better standards are accepted the prevailing standards have a certain meaning.

Association of American Universities; Carleton, Hamline, Macalester, St. Catherine, St. Teresa.

Association of American University Women; Carleton, Hamline, St. Catherine, St. Olaf, St. Teresa.

North Central Association; Carleton, Concordia, Gustavus Adolphus, Hamline, Macalester, St. Catherine, St. Olaf, St. Teresa, St. Thomas.

Phi Beta Kappa; Carleton.

State Department of Education of New York; Carleton, Hamline, Macalester, St. Catherine, St. John's, St. Olaf, St. Teresa, St. Thomas.

University of California; Carleton, Gustavus Adolphus, Hamline, Macalester, St. Catherine, St. Olaf, St. Teresa.

University of Illinois; Carleton, Hamline, St. Catherine, St. Teresa, St. Olaf.

University of Minnesota; Carleton, Concordia, Gustavus Adolphus, Hamline, Macalester, St. Benedict (11 or 12 major depts.), St. Catherine, St. Mary's (for junior college), St. Olaf, St. Teresa, St. Thomas.

In this connection it is pertinent to remark that the colleges have furnished a number of Rhodes scholars: Carleton 4, Hamline 2, Macalester 1, St. Olaf 1; University of Minnesota 7.

St. Catherine has sent six students on scholarships to France, one to Germany, and two to England. St. Olaf students have secured scholarships under the following foundations: American-Scandinavian Foundation 4; Guggenheim Foundation 1; Research Fellowship of the Carnegie Foundation for International Peace 1; Fellowship under the American-German Student Exchange 1.

THE MAGNITUDE OF THE EXPENDITURES

IN TERMS OF MONEY

The work of the State University has had marvelous development. The total expenditures* of the University of Minnesota in 1895 were \$110,071. Ten years later in 1905 they had reached the total of \$459,098. In 1915 they were over \$2,000,000, reduced in 1919 to \$1,893,498. The University received from the state in 1925-26 an appropriation of \$3,749,815.57† for operation, and its total expenditures were \$8,270,225.†

The total educational budget as reported by the thirteen colleges (See Table I, p. 259) amounted in 1926-27 to \$2,428,759. Of this amount \$1,029,412, or 42 per cent, was spent for instructional salaries. Since these colleges are primarily interested in undergraduate work, very few of the more expensive professional or vocational courses being offered, the major part of the instructional and other educational expenditures is upon the liberal undergraduate curricula.

IN TERMS OF MEN

Great art demands passionate appreciation, it is said. So does great education. The Minnesota colleges have been bought with a great price.

One cannot read the history of these denominational colleges or converse with the men and women still living who were responsible in part for their founding and early development without being impressed with their spirit of devotion, of determination and of sacrifice. The missionary spirit never found a nobler expression than in the lives of these benefactors of society who held their eyes steadily on

* Thurber, C. H., *Fiscal Support of State Universities and Colleges*. *Bulletin*, 1924. No. 28, U. S. Bureau of Education.

† The Annual Report of the President for 1925-26.

TABLE I
FINANCES, 1926-27

College	Current Educational Budget	Salaries of Teachers	Total Capital Including Appraised Value of Plant
Augsburg College.....	\$ 57,170	\$ 21,550	\$ 220,401
Carleton College.....	480,368	211,805	4,343,400
Concordia College.....	130,170	57,140	795,411
Gustavus Adolphus College..	124,073	49,445	1,083,442
Hamline University.....	185,000	98,276	1,927,827
Macalester College.....	142,000	82,000	2,363,039
St. Benedict College.....	139,225*	43,605†	1,710,000
St. Catherine College.....	307,699*	117,993†	2,475,563
St. John's University.....	43,605 ¹	43,605†	1,430,000
St. Olaf College.....	222,420	113,550	2,318,991
St. Mary's College.....	132,124	30,231	915,000
St. Teresa College.....	287,165**	90,212	3,184,813
College of St. Thomas.....	177,740	70,000	1,361,183
Total	\$2,428,759	\$1,029,412	\$24,129,070

* These figures do not include expenses for dormitories, dining halls or other service properties.

** Income.

† Including salaries for clerical teachers computed at the same rate as those of lay teachers. This amount is included in budget.

¹ Salaries only.

the distant goal in spite of innumerable handicaps, defeats and even humiliations. These men and women who brought the colleges into life and nurtured them freely poured out the treasure of their prayers, their money and their lives that the colleges might live. Many of them endured poverty and loneliness and neglect. Had there not been giants in those days the colleges could not now be. Every one of these colleges has become a human monument. They have been and are leavening centers. Their vitality has been tested as if by fire. They have been conservers of the heroic spirit. They are such to-day, and the state does well to recognize the labors for the common weal of the

men and women who are responsible for their maintenance, extension and improvement.

IN CONSERVING AND CREATING CULTURES

A former Russian princess, now living, or attempting to live, as a peasant in France, has recently written with rare insight: "It is for us exiles that I fear the consequences of losing touch with our country. We certainly have not the solidarity and endurance of the Jews and we are scattering more and more instead of forming into colonies with a church and a national school in each . . . There has been a complete break, the end of the old life . . . A former culture is being buried now."

This is not the way in which the history of Minnesota has been written. Minnesota, like other frontier states, challenged heroic men, and as ever, many individualists responded. Pioneers generally are individualists before they become pioneers; and pioneering normally makes them more individualistic. Minnesota pioneers were not exiles like the Russian princess, but many of them had been peasants and all of them were immigrants. They were all making at least a partial break with the "old country" on this side of the Atlantic or the other. There is no imagining what the form of society of the Minnesota pioneers might have become, removed as they were removed from the ordinary restraints of society and lost in the wide places, had it not been for the influence of the churches and the schools. Whether Norwegians or Swedes, Germans or Scots, or Yankees, whether Protestants or Catholics, these immigrants cherished the cultures from which they had come and the churches and schools capitalized these racial tendencies and held the pioneers fast to ennobling ideals. These organizations helped them to preserve their solidarity as groups, stimulated them to neighborliness, one group with another, and conserved the best they had known in church and state, transplanting and transforming it in the new soil that they might rear a new state expressing the will of a free people.

The early denominational schools, like the early camp meetings, served a large social and racial need. The people who laid the foundations of these colleges at the same time laid the foundations of the Minnesota commonwealth. One man, a Presbyterian minister, the Reverend Edward Duffield Neill, the ultimate founder of Macalester College, was the first Territorial Superintendent of Schools, the first Chancellor of the University of Minnesota, and the first State Superintendent of Schools. At present the churches are offering liberally of their money and their men and women, for the education of the nation's youth. For example, one-sixth of the priests of the Archdiocese of St. Paul are devoting their lives to education.

The colleges today still allied with the churches have modified methods with which they are solving extremely complicated problems. Their opportunities for creative work far excel those of the past.

MATERIAL EQUIPMENT

The Minnesota campuses are beauty spots dotted among the hills and lakes, making the designs of men harmonize with those of nature at its best and aiding a rugged people to attain cultural maturity by opening their eyes to rare examples of art. On many a campus the landscape gardener as well as the architect has had opportunity for the full play of his insight and taste. To the natural beauty of rivers and lakes and of hills and valleys covered by evergreen and deciduous trees, have been added beautiful and commanding buildings. There are wide campuses decorated with attractive drives and walks winding among lawns and flowering shrubs, dotted here and there with statues, fountains, hedges and arches, all enchaining the student to a spot which he learns to know as a better world and silently making him at least an amateur lover of the beautiful. How much influence these buildings and campuses have on the ideals and life of Minnesota no one would dare say. To accomplish these results in artistic appreciation some of the best talent of the state and nation has been enlisted.

Various types of campuses are represented in this group of thirteen colleges, ranging from the small and restricted quarters of the city location to the lake and hill embracing acres of suburban and rural sites.

Carleton College: Fifty-three acre main campus, three hundred acre farm. Two athletic fields of ten and fifteen acres each and an arboretum to show every tree natural to the northwest. Bounded on the north and east by beautiful lakes. Fifteen buildings.

Augsburg College and Seminary: Located in Minneapolis a short distance from the State University. One city block. Six buildings. A new campus site, Augsburg Park, has been purchased, located on the outskirts of the city and comprising forty acres. It will afford ample space for this growing institution.

Concordia College: Ten blocks plotted land containing eight buildings. Seventy acres of unplotted land.

College of St. Catharine: One hundred and eight acres with nine buildings on a wooded upland. Has a comprehensive plan of architecture for buildings and landscape.

Gustavus Adolphus College: Twenty-five acres with nine buildings.

Hamline University: Ten blocks in a suburb of St. Paul. Ten buildings.

St. Mary's College: A thorough campus plan for one hundred and twenty acres with six buildings now erected and seven others proposed. Also a farm.

Macalester College: Forty acre campus in suburbs. Seven buildings.

St. John's University: Over two hundred acres including a lake and with a definite plan partly consummated.

College of St. Benedict: Main campus of twenty-two acres and wooded park of one hundred acres. Four buildings. Farm of sixty acres.

St. Olaf College: Six hundred and seventy acres of wooded land including two farms and campus of 153 acres. Ten buildings.

College of St. Thomas: In suburbs of St. Paul. Forty acres, nine buildings.

College of St. Teresa: One hundred acres. A beautiful and extensive campus with sixteen buildings.

DORMITORIES

The legislative committee of 1921 among its recommendations for the improvement of the work of the University of Minnesota included an extension of the dormitory system. The colleges to a large extent control the living conditions of the students, most of them having dormitory accommodations for at least half and in one instance for 99 per cent of the students.

BUILDING PLANS

At Concordia there is no immediate building program though there is much yet to be done in the development of

TABLE II
DORMITORY ACCOMMODATIONS IN THE MINNESOTA COLLEGES
AND UNIVERSITIES

Institution	No. of Students	
	Accommodated in Dormitories	Total Enrolment
Augsburg College	134	220
Carleton College	666	819*
Concordia College	242	407
Gustavus Adolphus College.....	70	454
Hamline University	190	459
Macalester College	143	520
College of St. Benedict	103	104
College of St. Catherine.....	250	441
St. John's University	130	180
St. Mary's College	130	150
St. Olaf College	329	1027
College of St. Teresa	300	317
College of St. Thomas	176	418

* Average for two semesters.

the plant. Neither does St. Benedict now have a building program, though a new college building will be erected in due time. At St. Teresa plans are now being drawn for a new dormitory and a new science hall. The program of St. Catherine, drawn for the next twenty-five years, anticipates an expansion in capacity to an added one-fourth of the present accommodations. Gustavus Adolphus is now planning a new dormitory for boys. St. John's is erecting an auditorium and music building and plans a dormitory and administration building. St. Olaf has a consistent building plan. The program for building at Hamline has been deferred for the present. Augsburg has an extensive and attractive campus outside the City of Minneapolis where an elaborate plant will be erected before many years. Macalester and St. Thomas have ambitious plans to be worked out during a series of years, the former being now engaged in the erection of new buildings. At Carleton the plans for the plant and campus developments have been elaborated to the minutest detail.

THE EDUCATIONAL PROGRAM

STUDENTS

Methods of Admission

The admission requirements are essentially the same in all the institutions of the state including the University of Minnesota. Following the prevailing custom in the United States the colleges of Minnesota admit the student on the basis of appropriate high school certification. They also require testimonials of character. St. Olaf has limited the size of its freshman class to 300. Carleton has for several years limited its total enrolment to about 850 (450 men and 400 women) and plans to continue this limit for several years to come. Its plans for development have never contemplated a student body of more than about one thousand.

The Geographical Distribution of Students

That Minnesota has a remarkable hold upon its college and university students is shown by the fact that 82.5* per cent attend its own institutions of higher learning. Only five states—California, Texas, Oregon, Utah and Nebraska surpass it in this respect. Minnesota colleges and universities also draw large numbers of students into the state; 2102, or nearly 21 per cent of the enrolment come from beyond the state borders. (See Table III).

At Augsburg 40 per cent, at Concordia 43.1 per cent, at St. Olaf 44.7 per cent, and at St. Teresa 64 per cent of the students come from outside of the state. St. Teresa attributes her exceptionally high percentage of such students to the fact that her graduates have taught in widely separated parts of the country and have been instrumental in attracting students to St. Teresa. Another reason for her success, like that of some other Minnesota colleges, lies in

* Zook, George F. Residence and Migration of University and College Students. *Bulletin*, 1926, No. 11. U. S. Bureau of Education.

the fact that every individual student receives individual consideration. Gustavus Adolphus and St. Thomas draw 95 per cent of their students from Minnesota. In ten of the fourteen institutions listed in Table III, 60 per cent or over are residents of the state and in six of these the percentage is 83 or more.

Of the students enrolled in the College of Science, Literature and Arts of the University of Minnesota, the College of St. Thomas, and Hamline University, more than half reside in their local communities. But at St. Teresa only 6.7 per cent and at Carleton 8.2 per cent of the students are local.

TABLE III
GEOGRAPHICAL DISTRIBUTION OF STUDENTS IN MINNESOTA COLLEGES
AND UNIVERSITIES, 1926-27

Institution	Local*		Minnesota		Outside the State	
	No.	%	No.	%	No.	%
Augsburg College	64	29.0	132	60.0	88	40.0
Carleton College	76	8.2	624	72.7	234	27.3
Concordia College	56	13.8	232	56.9	175	43.1
Gustavus Adolphus Col....	91	20.0	431	95.0	23	5.0
Hamline University	147	32.1	414	90.2	45	9.8
Macalester College	196	37.6	460	88.3	60	11.5
College of St. Benedict....	53	50.9	87	83.6	17	16.3
College of St. Catherine†	189	43.0	338	76.7	103	23.3
St. John's University	46	26.0	131	73.0	49	27.0
St. Mary's College	18	12.0	48	32.0	102	68.0
St. Olaf College.....	105	10.2	567	55.2	460	44.7
College of St. Teresa	21	6.7	114	36.0	203	64.0
College of St. Thomas.....	250	60.0	397	95.0	21	5.0
University of Minnesota, College of S. L. and A.‡	2888	62.6	4048	87.8	561	12.1
Total	4200	41.3	8023	78.9	2141	21.1

* County or city, including Twin Cities.

† Approximate figures only.

‡ Figures for 1925-26.

The Denominational Distribution of Students

From 95 per cent (St. Thomas) to 100 per cent (St. Benedict) of the students in the Catholic colleges are Catho-

lie. At Gustavus Adolphus 79 per cent of the students are Lutheran, at St. Olaf about 95 per cent, and at Concordia and Augsburg 98 per cent. Twenty-three denominations are represented in Carleton's student body, about 28 per cent being Congregationalists and the Episcopal, Methodist and Presbyterian Churches claiming approximately 14 per cent each. At Hamline about one half of the students are Methodists. Forty-six per cent of the students at Macalester are Presbyterians with the Lutherans ranking second. The number of students with no church membership or preference is uniformly small and in some cases zero.

The thirteen colleges report 305 students with Congregational affiliations and the State University 673.* There are 463 Methodists in these colleges and 1,183 in the University; 369 Presbyterians in the colleges and 946 in the University; 1,904 Lutherans in the colleges and 1,487 in the University; 1,574 Catholics in the colleges and 1,095 in the University. No information as to church preference is given by 35.5 per cent of the University students. It is interesting to note that the Lutheran Church is given preference by 13 per cent, the Methodist by 10 per cent, the Catholic by 9.6 per cent, the Presbyterian by 8 per cent, and the Congregational by 6 per cent of the University students. The figures on church relations for the University include both undergraduate and professional students, so that it is impossible to compare the religious affiliations of the undergraduates in the University with those in the thirteen colleges.

THE FACULTIES

Method of Making Appointments

There is general consensus of opinion that the character of the teachers largely determines the character of the school. Great care is taken by these colleges in making fac-

* O. D. Foster. "Religious Census in State Universities, Colleges and Normal Schools in the United States, 1926-27." *Christian Education*, Vol. X, 9, pp. 536-556.

ulty appointments. The Catholic colleges depend chiefly on their own priests and sisters, usually designating specifically the "order" to which they shall belong and encouraging them to go on for graduate work in the Catholic and the state and independent universities. The smaller number of lay members have similar academic histories. St. Catherine has some Protestant faculty members on full time and quite a number of the professors of the University of Minnesota on part time.

The teachers in the Lutheran colleges are drawn largely from institutions under Lutheran control and have pursued graduate work elsewhere. Hamline and Macalester have faculties whose college work as a rule has been done in Christian colleges under Protestant auspices and who have studied extensively in graduate universities. Carleton has a faculty composed of men whose undergraduate training has been done preferably in a college of its own type, usually in the middle west, and whose graduate training has been in the best eastern universities and in Europe. They are mostly, though not entirely, Protestants.

In every instance a faculty is brought together homogeneous in its makeup and loyal to the ideals for which the college stands. It is recognized in a science laboratory that significant results will be attained only if the conditions are known and are controlled. The Minnesota colleges exercise the same type of care in selecting the educational conditions which are largely to determine their process and product.

In answer to our inquiry for a list of the criteria used by the colleges in selecting their faculties, every one of them mentioned character or Christian character or membership in some church, and practically every one emphasized personal worth and fitness, usually under the head of the inclusive term, *personality*. Each of them specifically mentions scholarship and nearly all of them emphasize the need of instructors with the gift for teaching.

One institution listed with scholarship "actual attainment of distinction as a teacher or in unusual public ser-

vice." The formulas of some of the others are worth quoting.

"Generous and intelligent service; power to keep open to students paths of worthy interests and of genuine progress; professional distinction; loyalty; demonstrated teaching ability."

"Must keep himself in training professionally and abreast of the newer developments in his particular field; ability to interest students, correlation with other subjects, successful teaching, teaching in accord with Catholic doctrine."

The Denominational Distribution of Faculties

In the Catholic colleges nearly all the teachers are Catholic, and in the Lutheran colleges they are nearly all Lutheran. A few exceptions to these statements are found in St. Catherine, St. John's, St. Teresa, St. Thomas, Augsburg, Gustavus Adolphus and St. Olaf.

At Carleton thirteen denominations are represented in the faculty (including two Roman Catholics, one Greek Catholic and one Jew), at Hamline seven, and at Macalester six. Approximately 38 per cent of the Carleton faculty are Congregationalists, 65 per cent of the Hamline faculty are Methodists, and 65 per cent of the Macalester faculty are Presbyterians.

The Scholarship of the Faculties

The colleges of Minnesota stand for scholarship as the central objective of their work. In this field they make a contribution to the state of enormous value. They have the facilities and the aspiration to stimulate and increase intellectual curiosity. This is an educational fundamental to which they cling with tenacity.

Of the 1,309 present and former faculty members whose academic histories were supplied, approximately 27 per cent have taught or are now teaching in the institutions from which they received their first degrees. This is particularly true in some of the Catholic and Lutheran colleges. Of St.

John's present faculty over 90 per cent received the bachelor's degree from that institution; of St. Olaf's, 54 per cent; of Augsburg's, 44 per cent, and of St. Benedict's, 30 per cent. An additional 8 per cent did their undergraduate work in other Minnesota institutions, making a total of 35 per cent who are products of higher education within the state—evidence that Minnesota not only trains for teaching, but holds many graduates in its own service. But two or three suggest a possible disproportionate inbreeding.

The teachers who did their undergraduate work beyond the confines of the state represent many of the foremost colleges and universities of this country and Europe. They have been drawn from every section of the country—the Atlantic States, New England, the South, the Middle West, the Far West and from Great Britain, Western and Southern Europe, Russia and the Near East, and have brought with them the ideals and traditions of other institutions and cultures and infused them into the spirit of the Minnesota colleges. St. Olaf has drawn her faculty from nine "outside" institutions; St. Thomas, ten; St. Catherine, fifteen; Macalester, twenty-one; Hamline, twenty-six, and Carleton, thirty-nine.

Of the present and former faculty members reported upon, 980, or approximately 75 per cent, had graduate training, 228 of these, or 18 per cent, having received no advanced degrees. There were 502 master's degrees reported and 200 doctor's degrees or equivalent reported. Of the latter, 136 were conferred by the following institutions which are members of the Association of American Universities: The University of Chicago, 21; Yale, 16; University of Minnesota, 15; Johns Hopkins, 14; Columbia, 13; University of Wisconsin, 11; State University of Iowa, 9; University of Michigan, 8; Harvard, 7; University of Pennsylvania, 5; University of Illinois, 4; Catholic University of America, 4; Cornell University, 3; one each, the University of California, Clark University, Northwestern, Princeton, Indiana, and the University of Virginia.

A fact also of significance is that approximately 22 per cent of the teachers who have pursued advanced study did so in Minnesota institutions, the State University enrolling the largest number.

It is also worth noting that 161, or 12 per cent, have been enrolled in foreign universities or have studied privately in the great art and musical centers of Europe. Of the present faculties only two report no members with foreign study, while in the other colleges from two to twenty-one members have enjoyed this privilege. St. Catherine, for example, has on its faculty teachers who have studied at the Universities of Oxford, Cambridge, Louvain, and Bonn, at Trinity College, Dublin, at Rome, Madrid, Munich, Vienna, Florence, Jerusalem, Amiens, Paris (at the Sorbonne, and at the Catholic Institute), and Nice. Members of Carleton's faculty have studied at the Universities of Wales, Oxford, Edinburgh, Marburg, Heidelberg, London, Petrograd, at the Sorbonne, St. Andrews, Naples and Berlin.

Membership in the Association of American University Professors, to which only men of high scholastic achievement are eligible, is held by two professors at St. Catherine, three at St. Teresa, four at St. Olaf, five at St. Thomas, fifteen at Hamline, seventeen at Macalester, and nineteen at Carleton.

Importations of the best in American and European education are thus brought to Minnesota youth, the extent of which in each case is revealed by a study of the individual faculties.

Faculty Publications

At the request of the surveyor the librarian of Carleton College has tabulated the publications of the faculty members during the years 1916-1927. In his introductory statement he says:

The greater part of the period indicated . . . represents a period of expansion in college enrolment and necessary enlargement of

TABLE IV
DISTRIBUTION OF PRESENT FACULTY MEMBERS ACCORDING TO
PREPARATION.

	Ph.D.*	M.A.†	B.A.‡	No Earned	Total
				Degrees	
Augsburg College	1	15	9	9	34
Carleton College	29	24	19	5	77
Concordia College	5	12	13	6	36
Gustavus Adolphus College	6	6	8	—	29
Hamline University	12	22	12	3	49
Macalester College	11	20	12	5	48
College of St. Benedict	2	12	4	5	23
College of St. Catherine	7	19	8	7	41
St. John's University	2	19	—	—	21
St. Mary's College	1	3	5	3	12
St. Olaf College	13	27	24	6	70
College of St. Teresa	1	18	10	3	32
College of St. Thomas	5	19	8	—	32
Total	95	216	132	52	495

NOTE: Only the highest degree is reported in each case; there are no duplications. Earned theological degrees are included when of higher rank than other degrees held.

* D.Sc., M.D., Th.D., included. † Including M.S., B.D., or C.T.
‡ Or other baccalaureate degrees.

faculty responsibilities. The period on the the other hand has created a new estimation of education in the light of the changed ideals of citizenship which the War brought. Policies and their administration have absorbed the activities of the college executives and professors and circumscribed the opportunity for research and publication.

The faculties are larger now than ever before. They are also better qualified by special knowledge of their field of study and teaching than any past faculty generation of Minnesota professors has been. They have the technique of the research student and also of the kind of literary expression which research demands.

The life of teaching in a field out of regular contact with research opportunity leads pretty surely to a dangerous facility in handling superficial aspects of subjects. For one thing, the scientific hunger or eagerness may soon die out and the scientific imagination which is indispensable for constructive research and for the critical processes

which open the way is inhibited. Nothing but the actual work of research will maintain in serviceable efficiency the gifts of the scientific discoverer.

In the light of these data the wonder grows that with crowded colleges and changing methods and ideals the professors of undergraduate schools should have been able to do as much literary work of solid quality as they have done, and that management and methods in the modern world of higher education have not hindered the spirit of discovery and its published expressions more than they have.

In the tabulation Augsburg has to its credit 19 publications during this period, Carleton 115, Concordia 17, Gustavus Adolphus 1, Hamline 8, Macalester 5, St. Catherine 57, St. John's 36, St. Olaf 40, St. Teresa 11, St. Thomas 15.

Faculty Salaries

In the twelve colleges reporting upon faculty salaries, two—St. Benedict and St. John's—state that the question does not apply since their teachers are all members of Catholic orders and receive no remuneration. Clerical teachers in the other Catholic colleges who receive only nominal salaries, if any, are not included in the statements which follow.

The range in the average salary of a full professor, with the exceptions noted above, is from \$1,800 to \$5,000, including St. Mary's, where no rank is assigned any faculty member. At St. Teresa lay salaries range from \$2,000 to \$3,500, depending upon academic preparation, the character of the service rendered, and the number of years of service. Table V shows the average salaries paid in seven of the Minnesota colleges.

Although the North Central Association of Colleges and Secondary Schools sets up no definite salary schedules, at its last meeting the report of one of the committees stated that the average salary paid members of the staff is much the safest index of financial efficiency. The Association of Colleges and Secondary Schools of the Southern States recommends that the salary paid full professors be not less than \$3,000 for nine months. For purposes of comparison

TABLE V
AVERAGE FACULTY SALARIES IN SEVEN MINNESOTA COLLEGES

College	Professor	Assoc. Professor	Assistant Professor	Instructor
Carleton	\$3,876		\$2,936	\$1,997
Hamline	3,027	\$2,800	2,276	1,775
Macalester	2,850	2,625	1,997.50	1,500
Gustavus				
Adolphus	2,500	2,100	1,800	
Augsburg	2,500			1,500-1,800
St. Olaf	2,400	2,025	1,887	1,627
Concordia	2,350		1,858	

in Table VI appear the average salaries paid the various ranks of college teachers in three groups of institutions.

TABLE VI
COMPARISON OF FACULTY SALARIES

	Professor Average	Assoc. Prof. Average	Asst. Prof. Average	Instructor Average
Southern States*	\$3,111	\$2,833	\$2,218	\$1,588
39 Standard Colleges				
(mean)†	3,146		2,384	1,801
Association of American Colleges, 1926-27‡	3,004	2,676	2,228	1,726

* Taken from a report compiled by the registrar of Georgetown College, September, 1925.

† Reeves, Floyd W. Report of a Survey of Atlantic Christian Colleges, 1926. (Unpublished).

‡ Study made by Commission on Enlistment and Training of College Teachers of the Association of American Colleges. Ninety-three institutions included in average for professors; fifty-nine for associate professors; sixty-four for assistant professors; sixty-five for instructors.

It will be observed that in two of the Minnesota colleges—Carleton, and Hamline—the full professors are paid an average salary higher than that for the ninety-three colleges in the Association of American Colleges. In Carleton the average is higher than that of the Southern colleges

and the thirty-nine standard colleges (Table VI). Practically the same situation obtains in the lower ranks.

It is obvious that in general the salaries paid in Minnesota colleges are too low, and that if the average salaries are indeed the best index of financial efficiency some of the colleges need to give this matter serious attention. It is true, of course, that in all the colleges professors are investing their lives without strict regard to financial income. If a teacher is not worth more than he gets he is not worth what he gets. The sacrificial spirit is a part of the job of teaching.

The Officers and Faculty Afield

No adequate statement can be made here as to the work and influence of the executives of these colleges. They have made notable contributions to the upbuilding of the church and of the state and their influence in these lines has been not only local but of national and international extent as well.

They are found as ministers of religion in the local parishes and as directing influences in the high judicatories of the churches. Some of them have been in no small measure responsible for the raising of many millions of dollars for various phases of church work. Some of them have been and are leaders in many phases of interdenominational relationships. Several of them did conspicuous war work.

They have contributed much to the development of education in other fields than those with which as college executives they are immediately concerned. Among them are leaders in local, state, regional and national educational associations and councils. Their educational interest has ranged from the life of the child in the individual Sunday school to the work of university associations.

In some instances they have made and are making conspicuous contributions to education on an international scale, *e.g.*, in councils, commissions, and associations which bring together the educational forces of this country and

those of England, France, Russia and other countries. For the details of these many labors one must resort to the biographical dictionaries.

The personal contacts of the faculties and the instruction and inspiration they bring to thousands of the state's citizens is one of the most impressive features of their work. Through various kinds of public addresses alone these contacts are made continuously. Several of the colleges furnish ministers who have regular appointments, as at St. Thomas, where twenty priests are so employed, while public talks, lectures and addresses are given before all kinds of clubs, associations and other groups, quite beyond anyone's ability to tabulate, much less adequately evaluate. There are very few of the 387 full time members of the faculties of these colleges who do not render some service of this sort. Such work as this is usually done by college teachers without much, if any, money compensation and represents a remarkable by-product of the college industry.

LIBRARIES AND LABORATORIES

Libraries

It will be observed from the accompanying table that the libraries of the colleges aggregate a total of 344,171 books, exclusive of magazines. Many of the colleges have access to other well equipped libraries. According to the standards of the North Central Association of Colleges and Secondary Schools the annual appropriation for the purchase of new books and current periodicals should be at least five dollars per student registered. In some of these institutions the library appropriations have been increased in the last year or two so that the present per capita expenditure is considerably higher than that of the five-year average and more closely approximates the recommendations of the North Central Association. It will be of interest to compare the per capita number of books with similar figures in other institutions, as shown in Table VIII.

TABLE VII
NUMBER OF VOLUMES IN LIBRARY AND EXPENDITURES FOR BOOKS

Institution	No. of Bound Volumes	No. of Books per Capita	Expenditure for Books in Last Five Years	Per Capita Expenditure for Books per Year
Augsburg	15,000	68	\$ 3,000	\$ 1.34
Carleton	87,000	101	34,174	7.30
Concordia	20,000	49	13,517	9.58
Gustavus Adolphus	16,500	36	4,000	1.76†
Hamline	28,000	61	11,609	3.94
Macalester	17,800	39	6,998	2.75
St. Benedict	15,800	152	4,500	8.65
St. Catherine	22,800	52	24,302	14.59†
St. John's	50,000	277	12,500	13.88†
St. Mary's	8,000	53	9,128	12.17†
St. Olaf	26,771	26	16,499	3.51
St. Teresa	22,500	71	17,376	10.96†
St. Thomas	14,000	33	5,000	2.39†

† Based on 1926-27 enrolment figures.

Laboratories

All of these colleges teach the sciences by the laboratory method. In some of them there are laboratories second to none in the country when the number of students to be accommodated is taken into consideration. All of them have laboratory facilities for the teaching of the biological sciences, chemistry and physics. Carleton has a laboratory for hygiene and public health; Hamline for psychology; Macalester has a wood shop and metal shop for work in applied mechanics; St. Olaf, St. Benedict, St. Catherine, Concordia and St. Teresa, have home economics laboratories. Concordia has a manual training shop; St. John's and Carleton have observatories.

Carleton, Gustavus Adolphus, Hamline, Macalester and St. Olaf teach astronomy. Gustavus Adolphus, Hamline,

TABLE VIII

NUMBER OF VOLUMES IN THE LIBRARY PER CAPITA OF ENROLMENT
COMPARED WITH OTHER INSTITUTIONS

Institution	No. of Volumes per Capita of Enrolment
St. Olaf	26
St. Thomas	33
Gustavus Adolphus	36
Macalester	39
All Colleges in Minnesota, 1925-26*	39
Privately Controlled Minnesota Colleges, 1925-26*	45
All Colleges in U. S., 1925-26*	46
Concordia	49
St. Catherine	52
St. Mary's	53
Privately Controlled Colleges in U. S. 1925-26*	52
Hamline	61
Augsburg	68
St. Teresa	71
Carleton	101
St. Benedict	152
St. John's	277

* Phillips, Frank M., *Statistics of Universities, College and Professional Schools, 1925-26. Bulletin, 1927, No. 40.* U. S. Bureau of Education.

Macalester, St. Catherine and St. John's offer courses in geology.

SUBJECT MATTER AND TEACHING METHODS

It was no part of the commission of the surveyor to make an intimate or thoroughgoing study of the college curricula. This would lead him too far afield for the time at his disposal for a presentation of the main objective of the study which was to set forth the contributions of the colleges to the welfare of society. There are certain facts, however, regarding the curricula which demonstrate in a most striking manner the way in which the colleges are holding to the ideals of liberal education. Some of these considerations follow.

Rank of Subjects by Semester Hours Earned

In every college but two, English ranks first in semester hours earned. This is true also in the College of Science, Literature and Arts of the University of Minnesota. At Macalester, history and related subjects rank first, and these subjects also rank second among the colleges as a group. At St. Benedict, St. Olaf, St. Teresa, and Gustavus Adolphus, Bible and religion is second. This subject ranks from third to fifth in St. Catherine, Augsburg, Concordia, Macalester and St. Thomas. The University does not teach Bible and religion. At St. Benedict, education and psychology is first and ranks third among the colleges as a group. The other subjects with high rank are chemistry, biology, mathematics, economics, sociology and business administration, German and French. Geology is taught at six colleges and astronomy at six, including in both cases the University of Minnesota. Norse or Swedish is taught in five colleges, including the University of Minnesota. There are limited offerings in a variety of other subjects, which, however, in the total do not detract from the main purpose of the colleges.

A number of the colleges are introducing the newer methods of teaching. For some years Carleton has maintained a department of biography in which studies are made of the "Great Humanists." Hamline cultivates wide and well-selected general reading through oral examinations given to all juniors and seniors on designated lists of books; St. Catherine and St. Teresa conduct departments of library science, and the former offers a project in mental hygiene; Macalester maintains a course in home making; St. John's, St. Mary's, St. Catherine and others are carrying on physical education through unusual emphasis on intramural athletics.

Semester Hours Advertised and Taught, 1926-27

The promise of the colleges, in curriculum matters, is followed generally among them in actual performance.

At Carleton, St. Olaf and Macalester nearly all the work advertised in the catalog was taught. At Hamline the ratio was 742 advertised to 529 taught. There is a descending scale in the other colleges in the order—St. Catherine, St. Teresa, St. Thomas, Concordia, Gustavus Adolphus, St. Benedict, St. John's, St. Mary's, and Augsburg, whose ratio was 471 advertised to 281 taught.

Music

The colleges are contributing much to the musical education of the state and nation. Every one of the thirteen teaches music. There are departments of music in Augsburg, Hamline, St. Benedict, St. Catherine and St. John's. There are schools of music at St. Olaf and St. Thomas, and conservatories at Concordia, Gustavus Adolphus, Macalester and St. Teresa. St. Mary's provides music facilities on an informal basis. At St. Catherine thirty original compositions have been completed during the last five years. Special mention is made below of the St. Olaf choir, but the choirs of several other colleges have also attained notable reputations. The radio stations of several of the colleges extend their messages in song as well as speech indefinitely. The Minnesota colleges have literally sung themselves into the hearts of the people.

The St. Olaf Choir

The St. Olaf Choir is an organization of approximately sixty students, changing from year to year with the coming and going of successive college generations. It has received the cordial plaudits of the greatest critics in San Francisco, Denver, Chicago, Cleveland, Pittsburgh, Washington and New York. No athletic team goes through as rigid a course of discipline as the St. Olaf Choir. It is a patient and painstaking grind—an hour a day throughout the school year. The conductor, Dr. F. Melius Christiansen, attributes it all very modestly to "hard work." Membership in the choir is forfeited if a student fail to maintain

a creditable scholastic record. All work missed while the choir is *en tour* must be satisfactorily made up in order to keep a clear record. The choir makes one extended tour and sometimes several week-end trips each year. The present Music Hall at the College has been built out of the proceeds of these choir tours—it cost over \$100,000. They sing on special occasions at the college, giving concerts at Christmas time, at the May Music Festival and at Commencement. In addition to that they sing every Sunday morning at the services in St. John's Lutheran Church. Their repertoire is made up solely of sacred music. Dr. Christensen has searched the libraries of New York, Boston and Chicago for material and has made various trips abroad for the same purpose. His own compositions and arrangements are frequently the most popular numbers on the program. On the whole, it is the outstanding college choir of the country.

Physical Education

In a number of the Minnesota colleges (Carleton, St. Olaf and others) the athletic coaches are regular full-time members of the faculty, drawing the regulation salaries, and intercollegiate athletics are simply a part of the general scheme of physical education which is a required part of the curriculum. One notes the absence of lavish expenditures for gymnasias, field houses, and stadia, although practically all of the colleges have serviceable equipment for this phase of work.

The Size of Classes

Another factor in administering the curriculum to which the colleges attach great importance is in maintaining relatively small classes.

The Minnesota Legislative Committee of 1923 reported: "The number of students per instructor in the State University is larger than is consistent with the highest educational efficiency." That there is a very general feeling that

this is a vital item in present day university administration is well known. Numerous citizens of the state, representing all walks of life, including the family of state officials, the faculty of the University, and the growing profession of social work, all emphasize the significance of the effort to approximate more nearly to individual instruction in colleges and universities.

President Coffman* recently pointed out that since 1913-14 the enrolment for the entire University has increased more than 240 per cent. During the same period the faculty has increased 81 per cent. The average number of student credit hours carried by each member of the Arts faculty in 1914-15 was 263; in 1925-26 it was 320. Each member of this faculty is teaching 22 per cent more students now than in 1914-15. To put it in terms of the student, he had one-fifth less time on the average from each instructor and his chances at the education he sought were that much less. The College of Science, Literature and the Arts does 45 per cent of the total teaching in the University; it has only 32 per cent of the teaching faculty.

In the light of these and other circumstances studies have been conducted there to determine whether the assumption of better work in small classes, by different types of teaching and examination methods, is really valid. Taking the newer forms of examination as well as the older as the measure of teaching effectiveness, the conclusion has been reached and announced that no significant advantages were found in the small class over the middle size or the large, nor in one type of instruction or method of presentation of subject matter over another. Similar results have been secured in similar studies elsewhere.

This is not the time or place for an analysis of these results. They do raise the fundamental question, however, as to whether the term examinations now in vogue in Ameri-

* L. D. Coffman, *Minnesota Alumni Weekly*, Jan. 22, 1927.

can institutions are a reliable test of teaching method or student achievement. Frankly, the colleges do not believe they are. They, therefore, strive to maintain as high a ratio as possible between students and teachers. The ratios for Minnesota colleges are found in the accompanying table. There are many imponderable factors in the teaching process. Not all the results, perhaps not the most significant results, are to be measured by any form of examination thus far devised. European authorities using different examination methods recognize the futility of attempting to measure accurately the work of the school by examinations. Practically no colleges in the United States admit students entirely on the basis of examinations. Other instruments must be invented to register the overtones, the hopes, the faiths, the aspirations of students—instruments to measure the power of imitation, of hero worship, of distant goals. Meantime, the colleges prefer to establish as many contacts of a personal nature as possible between the students and faculty members selected in this educational faith. They discover that if not at present, eventually these overtones are heard and the results seen in the students taught. It may be a Volstead or a Lindbergh, and their work cannot be measured during college days by term examinations.

For the 5,516 students enrolled in the colleges (Augsburg 220, Carleton 819, Concordia 407, Gustavus Adolphus 454, Hamline 459, Macalester 520, St. Catherine 441, St. John's 180, St. Mary's 150, St. Olaf 1,027, St. Teresa 317, St. Thomas 418, St. Benedict 104) there are 387 full time faculty members (Augsburg 10, Carleton 67, Concordia 24, Gustavus Adolphus 20, Hamline 44, Macalester 31, St. Benedict 17, St. Catherine 34, St. Mary's 12, St. Olaf 56, St. Teresa 31, St. Thomas 25, St. John's 16), making a general average of one teacher to fourteen students. In seven of the colleges the ratio is less than one to fourteen. The full details on ratio of faculty to students may be seen in Table IX, p. 284.

TABLE IX
RATIO OF FACULTY TO STUDENTS

Institution	No. of Full Time Faculty Members	Enrolment	Ratio of Faculty to Students
Augsburg	10	220	1 to 22
Carleton	67	819*	1 " 12
Concordia	24	407	1 " 17
Gustavus Adolphus	20	454	1 " 23
Hamline	44	459	1 " 10
Macalester	31	520	1 " 17
St. Benedict	17	104	1 " 6
St. Catherine	34	441	1 " 13
St. John's	16	180	1 " 11
St. Mary's	12	150	1 " 12
St. Olaf	56	1027	1 " 18
St. Teresa	31	317	1 " 10
St. Thomas	25	418	1 " 17

* Average enrolment for the two semesters.

Student Mortality

The *Pioneer Press*, in an editorial discussion on April 23, 1927, of President Faunce's declaration that "uncounted thousands of students simply waste four precious years and receive no benefits commensurate with the time and money spent" had this to say: "Granted that many students go to college more for a good time than to be educated, and thus fritter away the years, does the student always find in the instruction offered the answer to his individual needs? Educators are well aware that there is room for improvement in our educational systems. They know that the ideal of individual and personal instruction, fulfilling the particular needs of each student, is impossible in our great colleges and universities, with their thousands of students and large classes. But that is a problem which they hope some day to solve.

"Until the time arrives when this dream of educators of individualized instruction, giving each student the special training his particular bent requires, becomes a reality, our colleges and universities, despite their imperfect curricula,

will continue to be the accepted method of training the minds of our youth for the larger task which they later must face."

An examination of conditions in the colleges of Minnesota demonstrates that there is in them no such waste as President Faunce deplotes and that those institutions have been attempting for years to understand individual needs and establish personal contacts throughout the entire college course.

In several of the institutions—Augsburg, Carleton, Concordia, Gustavus Adolphus, Hamline, St. Catherine and St. Olaf—a few days a week are devoted at the beginning of the year to introducing freshmen to the new relations upon which they are entering. In some cases the entire faculty participates in this helpful initiation to college life and work.

Macalester and St. Olaf have a system by which each student in the college is assigned to a faculty member as an adviser. This relationship with the faculty is maintained for the entire course of four years.

Carleton, Concordia, Hamline and St. Olaf each has some form of student government. At Carleton the plan is applied to both the men and women; at Hamline an honor system embodies a joint covenant between students and faculty. At St. Catherine regulations for student conduct are determined by the College Association and approved by the faculty. Difficulties are adjusted by a Board of Arbitration representing both student body and faculty members.

Table X shows the present distribution of enrolment in the four college classes ten years ago and in 1926-27.

These figures are significant in that they show very strikingly a decreased student mortality during the past ten years. The Minnesota colleges are not becoming junior colleges in spite of their close proximity to the state university.

TABLE X
DISTRIBUTION OF ENROLMENT BY COLLEGE CLASSES, 1917-18*
AND 1926-27*

	1917-18				1926-27			
	Fr.	So.	Jr.	Sr.	Fr.	So.	Jr.	Sr.
	%	%	%	%	%	%	%	%
Augsburg	40	24	12	24	35	33	21	11
Carleton	43	27	15	15	38	26	17	19
Concordia	50	26	13	11	40	27	16	17
Gustavus Adolphus	44	19	16	21	34	29	21	15
Hamline	42	29	20	9	40	27	18	15
Macalester	45	29	12	12	44	25	16	15
St. Benedict	51	31	9	9	33	27	23	17
St. Olaf	34	25	21	20	36	25	19	20

* Fractions omitted.

Teacher Training

In view of the fact that the training of teachers is a function of these colleges which bears so directly and immediately upon the welfare of the state, this phase of the program of education is considered at more length.

The Accredited Colleges

Eleven of the colleges under consideration are accredited for teacher training by the Department of Education of the State of Minnesota. They are Carleton, St. Olaf, Macalester, Hamline, Augsburg, St. Benedict, St. Thomas, St. Teresa, St. Catherine, Concordia, and Gustavus Adolphus. Last year, according to the State Department of Education, 365 of the members of the graduating classes of these colleges received certificates to teach on the basis of having taken the training work. Until recently the majority of the high school teachers in Minnesota were graduates of denominational colleges, according to Professor Hugh Graham, of the College of St. Teresa, who has produced a dissertation entitled, "The History of Secondary Education in Minnesota."

Lack of State Supervision

Unfortunately, on account of the lack of appropriations, the State Department of Education does not take the initia-

tive in inspecting the character of the work being done. Some of the colleges, as in the case of St. Catherine, voluntarily submit statements of their course sequences and practice teaching. This is all the more worthy of comment since the state does provide for the supervision of its output and its workers in the matter of iron ore, creameries, paper mills, pine-cutting, poultry, clay products, canning factories, fish hatcheries, flaxseed crushers, flour mills, transportation system and bank industries. In view of the magnitude of the service to the state which the colleges are rendering, and its direct importance to the public school system, it is to be hoped provision may be made for inspection as is done in other states.

Practice Teaching

The present writer visited some of the practice schools and found a most thoroughgoing technique carried out with intelligence and enthusiasm. In the schools visited the work is not only planned and carried out with rare devotion to the best interests of the prospective teachers and the schools to which they are to go, but it is followed up after the graduation of the student-teacher in the most painstaking and helpful manner. The state should know the facts regarding the fine work being done in its behalf. It is probable such excellent work as is here reported is not being done in all the schools. A few days' inspection would readily determine this.

The writer also conferred with quite a number of men responsible for the practice teaching. A number of these men have had experience as superintendents of public schools and are in other ways highly qualified for the work in which they are engaged. One of them is a member of the State Department of Education. St. Teresa has a staff of five directors of "practical education" and St. Catherine a Supervisory Committee of twelve members. For convenience the facts regarding the practice facilities in these colleges are tabulated.

PROFESSIONAL TRAINING OF TEACHERS

Institution	Supervision of Practice Teaching	Where Training is Given	No. of Tchrs. on Staff	No. Receiving Certifica. * Last Year.
Augsburg College	Head of Dept. of Education	Augsburg Acad. and city high school	14	18
Carleton College	Chairman of Department	Schools of Faribault and Northfield	3	51
Concordia College	Professor of Education and Public high schls. major advisers	Moorehead, Dilworth and neighboring towns. Vacation schls. Freshmen	12	27
Gustavus Adolphus College	Regular class teacher and meth-ods teacher	Gustavus Adolphus Academy		46
Hamline University	Head of Dept. of Education, and staff mem. of Mech. Arts	St. Paul Public Schools	3	54
Macalester College	H. S. St. Paul. special supervisors	St. Paul Public Schls. Michael Dowling Mem. Schl. St. Paul Y. M. C. A.	2	50
St. Benedict	Heads of High School Departments and department heads. The Dean	St. Benedict's Academy	7	2
St. Catherine	Educational Adviser, Registrar and department heads.	Model High School on college campus	10	18
St. John's		In college preparatory department		
St. Mary's	Head of Dept. of Education	In academic department of college		
St. Olaf	Head of Dept. of Education.	High schls. of Northfield, Faribault, St. Paul, Minneapolis; rural schls. vacation schls. Freshmen	9	83
St. Teresa	Head of Dept. of Education	St. John's High School. Rochester, Minn. Grade Schl. in connection with same.	5	6
St. Thomas	Director of Teacher Training	High School Dept. of College	7	10

* According to figures supplied by State Department of Education.

The College Supervision of Teachers in the Field

Hamline, St. Catherine, St. Teresa and St. Olaf have consistent systems of following up the work of their graduates who are teachers in the field. Each of these colleges sends to the superintendents in whose schools their graduates are employed a periodic request for confidential information as to their teaching success. These requests take the form of personnel rating scales. In the case of St. Catherine the superintendent is asked to submit an estimate of the teacher covering the following points:

1. Personality, impression produced on pupils and on the community.
2. Teaching efficiency, in stimulating thought, forming habits, teaching how to study, etc.
3. Character of discipline.
4. Professional spirit and loyalty.
5. Growth as a result of experience.

St. Teresa sends out the following letter annually to all school officers under whom the graduates are working:

My dear _____:

The Faculty Committee on Recommendations desires to keep on file information concerning the work of Miss _____ as _____ during _____.

We shall be grateful if you will write below any estimate of her success in this position, her personality and social adaptability, which you are willing to have quoted above your signature to employers or agencies.

Please add on the reverse side of this sheet any confidential information which you think this committee ought to have. Testimonials are not shown or given to candidates.

Very truly yours

Salary of Teacher named above _____ Signature _____
Date _____ Official Title _____

St. Olaf asks for a rating on some twelve items on an ascending scale of from one to eight: *distinctly below average* (1 and 2); *average*, below (3), *average* (4), *above*

(5) ; and *distinctly above average* (6, 7 and 8). The items on which the ratings are made are:

1. Health, vitality, energy
2. Character, social life
3. Personality, manners, dress
4. Judgment, tact, self-control
5. Attitude toward superiors, cooperation
6. Scholarship, daily preparation
7. Mastery over class attention, discipline
8. Interest, ambition to improve, initiative
9. Ability to win the good will of the community
10. Religious attitude
11. Democratic leadership
12. General teaching efficiency

St. Olaf is able to report that on the record of seventy-one teaching graduates out of the class of 1925 (52 women, 19 men) at the end of the first year's teaching the medians in all cases were "distinctly above the average." "According to statements from superintendents about 98 per cent of the graduates who become teachers achieve average success or better during the first year of teaching. The high persistence in teaching after the first year is another evidence of success." The records of St. Olaf show that forty-six per cent of the 782 men graduates entered teaching; eighty-four per cent of the 627 women graduates. Out of every 100 men who entered teaching, 94 continued the second year; 87, the third; 86, the fourth, and 86, the fifth. For every 100 women who entered the teaching vocation, 93 continued the second year; 82, the third; 79, the fourth, and 68, the fifth. The graduates from the classes of 1911-25 have taught the equivalent of 3,954 years; 1,917 by the men, 2,037 by the women. Three hundred and twelve of the men and 359 of the women were in school work in 1925-26.

While the reports referred to above are confidential in the case of St. Catherine and St. Olaf, both the teaching graduates and the prospective teachers get the benefit of the

ratings through their impersonal use on strategic occasions by the authorities of the college. For example, in the case of St. Catherine it was found a few years ago from the replies to this questionnaire that the teaching graduates were weak in discipline. Immediately the problems of discipline were isolated and studied with special emphasis in education courses. As already indicated in the case of St. Teresa, only part of the information obtained is held as confidential.

Intellectual Interests of Students

The highest honor from the student standpoint which comes to a student in St. Olaf is in the field of artistic achievement—literary or musical, while in other colleges distinction in pure scholarship, in debate, in dramatics, even in research are held in high esteem. Carleton has had for years a strong productive department of astronomy which has published the dignified journal, *Popular Astronomy*, which goes to forty-five countries besides our own. Carleton Observatory furnishes time for three railroads and signals within an area traversed by 12,000 miles of telegraph lines. Strong research men in mathematics, in physics and in chemistry have extended the bounds of knowledge, arousing the respect and emulation of students as well as the world of scholarship. In a number of the colleges old fashioned literary and debating societies are maintained with a high degree of interest and profit.

Practically all of the Minnesota students are from the homes of "the common people." The students represent a cross section of society. Most of these students are willing to work to help pay expenses that they may secure an education. Their interests are sound, their amusements wholesome. In but one of the thirteen colleges under consideration are there fraternities. In most of them there is active participation on the part of the students through student councils in administrative matters.

Character Building

The colleges all have definitely formulated programs of character building. Manifestly, the most important influences toward this end cannot be measured and tabulated. It is recognized after all that character is chiefly a by-product of educational work. The traditions, the spirit and general influence of the place, the character of men and women appointed as teachers, the faithfulness with which the regulations of the college are administered, the degree of development, and the habits, dispositions, and in general the inheritances of incoming students are all imponderable factors in the case. It means much that the colleges count the building of character as a worthy end of a college education and attempt to control the environment, material and personal, to that end. Character building in every case is linked with the religious influence of the institution. These colleges believe that neither morality nor religion functions satisfactorily and permanently without the other.

The chief reliance of the colleges is in the character of their faculties and the spirit of receptivity of the students toward high ideals of manhood and womanhood. These attitudes and influences operate through the entire constitution of the college—the campus and buildings, the curriculum and equipment, the dining rooms, the literary societies, the assembly, the church, the compactness and homogeneity of the student group, the contact with officers and teachers, the supervision of the deans, advisers, nurses, matrons and older students.

By way of illustration as to how thoroughly some of the colleges of the state have worked out a character building program, since it is impossible to offer here a comprehensive statement for each institution, some special data are given concerning St. Catherine, St. Teresa and St. Olaf. At St. Catherine a Committee on Personnel Methods cares for the character building programs, and at St. Teresa the social director gives her entire time to the careful consideration of student deportment.

St. Catherine has a highly elaborate program of character building, an interesting feature of which is an itemized table of character traits which is used as a guide for instructors and students.

Under the head of "Where Character Traits Show" there are listed no less than twenty-seven items and along by the side of these are given the same number of items under the several headings, "How Some Truly Educated Persons Appear," "How Some College Students Appear," and "The Chief Sources of Right Attitudes Built on Habits Formed."

The College Blue Book of St. Teresa establishes the regulations governing student conduct. The social director has as her special responsibility the work of character building. All students are required to fill out vocational guidance cards twice a year, and these are used as a basis for conferences between the dean, instructors and student.

St. Olaf's "Black Book"

A different system is in operation at St. Olaf. The President of St. Olaf keeps at his hand a "Black Book" which contains an unusual amount of information concerning the students of the college. The members of each class are listed according to their relative ranking somewhat after the fashion of the United States Military Academy. Each student may know at any time his relative position among his classmates. The information is of great value both to the students and the faculty. The progress of the students in the upper, middle and lower thirds of each class is kept track of. The causes leading to promotion and demotion are studied, and many a personal tragedy is prevented by having necessary information at hand before the tragedy occurs.

Carefully secured data are obtained concerning the ancestry, the church membership, the occupations of the fathers, and the scholastic preparation of students, and is kept in tabulated form for ready reference. Nearly all the students are of Norse or Scandinavian origin; they are

nearly all Lutherans and the different brands of Lutherans are happily decreasing in number. The students come from the homes of farmers, merchants, ministers,—they are a cross section of the population of the Northwest. The St. Olaf students constitute an exceptionally homogeneous group, whose progress is subjected to intelligent and intimate scrutiny. While the President and the entire faculty participate in their personal interest and care, others, more highly specialized for the work, bear the chief responsibility for the student's life and achievement—the dean of men, the dean of women, the college pastor, the nurse, the directors of physical education, the college physician, the heads of dormitories, the committee on vocations, the committee on appointments, and an adviser for each student during the four years of his college career. All of this guarantees diagnostic and remedial treatment unusual in amount.

The impression must not be given that St. Olaf's procedure in character building is essentially paternalistic. On the other hand a striking comradeship obtains between faculty and students. This is accentuated through a large number of boards now in process of organization on which faculty and students will participate in practically all phases of student welfare. There is a joint board having to do with music, the library, religious activities, athletics, public affairs, radio, auditing of student organizations (not yet affiliated with the treasurer's office). There is a student Senate. The daily convocation exercises are broadcasted, the students generally being in attendance without the need for "monitors." The faculty attend also, a fact worth noting. In the college church three services are held each Sunday to accommodate the students of the community.

Chapel

In all of these colleges there are regular assembly or chapel services, usually though not always on a compulsory basis with practically a full attendance of students, and in some cases of faculty members—St. Olaf, Concordia, Carle-

ton, maintain a radio service for the chapel exercises. The parents and friends of the students in the instance of St. Olaf are reported as listening in, and not infrequently joining in the prayers and the singing. Not only are the college students attending chapel, but a very considerable portion of the population of the state is doing so, and the state's morale is undoubtedly improved thereby.

Interest in Religion

Practically all the students in the colleges of Minnesota express church preference and most of them are actively engaged in phases of religious work. St. Olaf has furnished a majority of the Norwegian Lutherans who have gone to foreign fields. Many of Concordia's students enter the seminary and become active in local church work. The same is strikingly true of the students of Augsburg and Gustavus Adolphus. A large percentage of the Macalester students enter the ministry and mission field, while Hamline has evidence that 95 per cent of the graduates go out as professing Christians. Carleton recently applied the tests of Christian faith as outlined by Dr. Stelzle to the students now enrolled with the result that most of them were found to accept the essentials as there outlined. The Carleton ideal is emphasis upon essentials rather than sectarian differences and on a spirit of tolerance and cooperation rather than narrow denominational loyalty. It is possible that this general attitude "often results in an unwillingness to identify themselves wholeheartedly with local churches in communities where denominational competition has resulted in small and ineffective churches," remarks the President.

In the case of all the Catholic colleges in Minnesota and elsewhere, they are dealing almost exclusively with their own young people who have had years of careful training in the church before they come to college and whose religious life is given constant attention during their college days. The results of this policy here and elsewhere con-

stitute one of the most remarkable facts to be found in the annals of American education. St. Mary's calls attention to the keen interest taken by the clergy in encouraging the young men of the flock to enter that institution, and St. Benedict has specific evidence that "all their graduates are living good Christian lives." With characteristic fidelity to their task as Christian educators the officers of St. Catherine file their alumnae correspondence with faculty members so that they may accumulate and analyze evidence that their students leave college fortified in the Christian faith, and those of St. Teresa secure and file statements from the employers of the alumnae bearing evidence that they are dutiful and earnest in exemplifying the ideals of the faith. St. Teresa adds:

We have on file records of statements sent to us by superintendents of schools and others by whom our graduates are employed. These statements bear evidence of the fact that our graduates are dutiful and earnest in exemplifying the ideals of their faith. We have the word of a number of clergy who have testified to the faith and earnestness of our students. A number of our alumnae have entered religious communities, to carry on the work of Christian education as Sisters. A large number of our alumnae are married and are building up splendid Christian homes.

*The Organization of the College Program in the
Carleton Catalog*

Carleton is setting a high standard in the publication of its catalog. This statement applies to the mechanical make-up and also to the organization of the contents. The catalog itself is a work on education. Among its excellencies, not ordinarily found in a college catalog, may be mentioned:

The complete separation of the officers of administration and the teaching faculty.

The distinction between full time and part time teachers and officers of administration, and the publi-

cation of the number in each group, account being taken of the fractional amount of service rendered by the part time members.

The publication of eleven "standards" which state definitely the academic program to which the college is committed.

Eleven rules for the financial operation of student organizations.

A departmental organization chart which gives the six divisions into which the college departments are grouped for educational and administrative purposes.

A tabulation of courses for each semester showing specifically the one, two, three, four and five hour courses; the total number of courses in each subject; the number of teachers in each subject, fractionally expressed when necessary; and the total number of teaching hours, students and student credit hours in each subject taught. The courses offered in cycles are so designated.

Separate lists of men and women students for each of the four college classes.

A one-page table of contents at the front and an eleven-page double-column index at the back.

The Colleges as Immigration Bureaus

The colleges of Minnesota have contributed to society the total of approximately 19,500 college graduates. Many of these graduates have later received the A.M. and Ph.D. degrees, or their equivalent, and have become productive workers in all parts of the world.

The colleges have brought to the state for more or less permanent residence as members of their present faculties, no less than 234 individuals with the A.M. and Ph.D. degrees or their equivalent in graduate training.

There is, of course, no accurate way of determining the value to society of any individual, much less of determining the value to society of an individual of marked attainments. There are many ways of showing that the social productivity of college graduates, particularly along professional and altruistic lines, is relatively quite high. The familiar method of setting forth this fact objectively is to

quote the "Who's Who" statistics. If the ratios of the number of college graduates and of non-college graduates to the total population aged twenty-one years or over, are compared with the ratios of the number of college graduates and non-college graduates of similar ages in "Who's Who," it appears that the college graduate has sixty-five chances to one for the non-college graduate to have his name embalmed within the pages of that publication. However clumsy a measure the "Who's Who" statistics may be, they do seem to justify a high valuation of college education.

Professor C. H. Kennedy,* of Ohio State University, suggests that the great value of A.B. teachers to the state lies in the education they pass on through the means of the grades or high schools and to family groups. Teachers with graduate preparation, on the other hand, fall in a higher order of value as they do not teach so much groups of individuals, but teachers of teachers; they influence not only men and women, but the leaders of men and women. They return great value to the taxpayers—each man probably two hundred times as much or one thousand times as much as the teacher of students merely.

What is said by Professor Kennedy of men of unusual training who go into the teaching profession is equally true of highly equipped men in other fields. It will be recalled that Wellington asserted that Napoleon was worth 100,000 men. It has been estimated on the basis of the number of deaths occurring before Mr. Hoover took charge of the Mississippi flood situation that he saved the lives of 100,000 American citizens in connection with the preventive and relief measures introduced under his supervision. Dr. J. McK. Cattell, basing his conclusions on the directory of "American Men of Science," comes to the "indubitable" conclusion that leaders occur much less frequently among A.B. students than among A.M. and Ph.D. students. Professor Kennedy asserts there are probably one thousand

* Professor C. H. Kennedy, *School and Society*, Vol. 25, No. 644, p. 500.

entomologists in the United States, but these men save the country hundreds of millions of dollars from insect damage.

Such considerations as these suggest the tremendous contribution which the Minnesota colleges have made to the upbuilding of the state. It is easy to believe that the colleges have been functioning more effectively as bureaus of immigration for the state of Minnesota than the "Immigration Bureau" under State management, which was abandoned during the time this study was being made.

Roger Babson has recently remarked that the real leaders of every community are to be found in a very few outstanding personalities without whom the communities would not attain their distinction or power. In the field of the production of such community leaders the Minnesota colleges have played a most important part.

VOCATIONAL DISTRIBUTION OF ALUMNI

From the incomplete data at hand concerning the number of graduates and their vocational distribution it is apparent that no adequate statement can be made concerning their contributions in various fields. In the partial statistics at our command, however, certain very definite vocational trends appear.

Education leads in the number of graduates attracted to its service. Approximately 3,950 of the alumni are reported as having entered this profession. Hamline has contributed seven college and normal school presidents; St. Olaf, eleven college and junior college presidents; Carleton, twelve college and normal school presidents, two vice-presidents and twenty-eight deans of colleges and universities. The alumni of these thirteen colleges have served on the faculties of the leading colleges and universities, and as superintendents, principals and teachers in public and private schools. They are found at the outstanding educational posts in state and national organizations.

Home making ranks second, being the career adopted by some 1,560 of the alumnae. The influence of such women cannot be measured. They establish cultured and Christian homes; they become leaders in the churches, in clubs, and in community and civic enterprises.

One result of the strong religious influence in these colleges is seen in the large number of graduates who become ministers and missionaries. Approximately 1,030 of the graduates reported have entered this field. Augsburg reports that 50 per cent of its college graduates have taken up theological studies. According to the figures submitted, St. Olaf has contributed a larger number of ministers and missionaries than any other college in the state. Carleton alumni have done notable work in the various mission fields, serving as presidents of schools in Japan, China and Turkey. Carleton men have occupied some of the most impor-

tant pulpits in this country and have held prominent posts on the Congregational boards. In the five years that St. Mary's has been operating, twenty-one young men entered the Seminary. Of the graduates of St. Thomas, two have been made bishops, and one vicar-general of a diocese.

While in general, education leads the professions in the number of graduates which it attracts, in two of the colleges—Augsburg and St. Thomas,—the ministry and missions have enlisted larger numbers, and in Gustavus Adolphus, Macalester, St. Olaf and Concordia, the ministry ranks second in vocational choice.

College men and women are eagerly sought by the executives of many large corporations. About 900 of the graduates listed have entered this field of activity, many of them holding positions of great trust and responsibility. One hundred and nineteen Carleton men are bankers.

To the medical profession have been drawn nearly 300 graduates. Some are serving on medical faculties; two are editors of medical journals; one occupies an important position in the United States Health Service. Others are serving faithfully and unselfishly in the alleviation of human suffering in practice or research.

More than 200 have chosen law. Five Hamline and eight Carleton men have become judges. Others are found on the law faculties of the leading universities, but the majority are devoting their lives to the cause of justice in their own communities.

Engineering, farming, librarianship, social service, journalism, and many other callings are the chosen vocations of these alumni, and they have brought credit to themselves and their alma maters by their faithful performance of duties and record of achievements.

Accurate data are not at hand concerning the number of alumni who have gone on for graduate work. Augsburg reports that 21 per cent of its graduates have pursued advanced study; St. Teresa reports 40 per cent; St. Benedict 42 per cent; St. Mary's 50 per cent and St. Catherine

55 per cent. About 200 graduates now engaged in teaching are reported by St. Catherine as also doing some graduate study. Gustavus Adolphus has no exact record, but states that at least 500 of her graduates in the past twenty years have done advanced work. Hamline reports that for the past eight or ten years an average of eight graduates continued their professional courses. In this connection it is significant that during the scholastic year, 1926-1927, the University of Minnesota enrolled in its graduate school 32 students from Carleton, 52 from Hamline, 27 from Gustavus Adolphus, 34 from Macalester, 27 from St. Catherine and 46 from St. Olaf.

AMATEUR SCHOLARS

Professor George Herbert Palmer in an article in the *Atlantic Monthly* (April, 1927) extols the influence of those men and women who during their college days acquired an interest for scholarly things, and who after leaving college, although they may not belong to any of the professions, use their times of leisure in various forms of community upbuilding. He calls them "amateur scholars" and refers to them as centers of civilization to whom the communities look for leadership in idealistic matters. The limitations of this study have made it impossible to accumulate a large mass of actual facts bearing out this generally accepted assumption. Such facts may be secured and they will show the extent to which college men and women, unhonored and unsung, are holding up the hands of professionals—ministers, social workers, teachers, town-builders—police departments and the like. They serve as a tonic to local politicians and their influence is measured sometimes by the men who hate them. To this end the Minnesota colleges were asked to name not more than ten communities in which their graduates were prominent in various civic enterprises. Here are a few results of this "sampling" process.

St. Teresa reports that some of her graduates are conspicuous as leaders in dramatic performances staged for the benefit of their communities, are identified with Red Cross relief work, and work in community music, in American Legion interests, in work in the federated clubs of Bemidji, Blue Earth, Buhl, Minneapolis, Montevideo, Rochester, St. Paul, Waseca, Wells and Winona.

The graduates of St. Catherine's are engaged in similar activities in St. Paul, Minneapolis, Osakis, Meadowlands, Austin, Kellogg, Nevis, Melrose, Rochester, Little Falls and others.

In a similar manner one graduate of Hamline in Winona has been Secretary of the Minnesota Education Association, a member of the Executive Committee of the State Y. M. C. A., member of the National Council of the Y. M. C. A., President of S. E. Minnesota Education Association, Director, member, Winona Free Library Board, Director, member, Margaret Simpson Home, and Director, member, Central M. E. Church Board. Another in Duluth is President of the Duluth Safety Bureau; Vice President of the League of Minnesota Municipalities; Director in Y. M. C. A. and chairman of its foreign work branch; member of Governor's Committee on Traffic; organizer among others of Duluth Community Fund and assisted in starting the Goodwill Industries and now a director of latter organization; for ten years president or treasurer of the Methodist Union which operated Duluth Free Dispensary and a Rescue Mission; for a number of years president of Civic League, a law enforcement body. One in Rush City, Minn., is a member of local school board and president eighteen years; was Mayor of Rush City; secretary Chisago County Fair eleven years; director National Chamber of Commerce; speaker 9th Federal Reserve District Liberty Loan drives; president Minnesota State Fair and director eight years; candidate for Republican nomination, 1924. One of the alumni in Minneapolis is the Minnesota Commissioner on Uniform State Laws; draftsman for National Conference of Com-

missioners on Uniform State Laws in preparation of a Uniform Real Property Mortgage Act; chairman, committee on Uniform State Laws of Minnesota State Bar Association; secretary of Laymen's Ministerial Endowment Fund, Inc. A St. Paul alumnus was a member of the 9th Division Draft Board during entire duration of war; peace officer under Public Safety Commission; president and organizer of Galtier School improvement association; member publicity committee, St. Paul Y. M. C. A.

In a visit to the Wilder Building in St. Paul—a building devoted to community welfare—it was discovered that the executive secretary of the Community Chest, which finances fifty-two St. Paul organizations with a budget of \$638,000, is a Carleton man; the executive secretary of the Bureau of Catholic Charities is a St. Thomas man; and the staffs not only of both these offices, but of the Jewish Welfare Associations of St. Paul, the Associated Charities, and the Boy Scouts are made up largely of men and women educated in Minnesota colleges—Carleton, St. Thomas, St. Catherine's, St. Teresa, Macalester, Hamline, and the University of Minnesota. In fact, Mr. Pfeiffer of the Community Chest says, "Most of our social workers are products of Minnesota institutions." On the boards of trustees of these organizations are to be found men and women from the Minnesota colleges freely giving of their time to guide these welfare agencies. If the college men and women were taken out of the Wilder Building, its agencies of social upbuilding would cease to function. This is the type of thing which can be duplicated over and over, not only in this field, but in other fields of community welfare.

In 1925, the Association of Community Organizations surveyed nineteen leading cities in the United States to ascertain the volume of cost of the various welfare activities, and it was found that St. Paul had the largest fund per capita of the nineteen, and that she stood fourteenth in the expenditures for character building activities. Two other cities were spending greater totals on delinquents and these cities

were rated low also in character building activities. While the St. Paul colleges were not included in the character building agencies in that survey, the fact was established by modern scientific methods that increased expenditure for character forming agencies means lessened expenditure for maintaining delinquents. The findings of the survey are in line with the testimony of the administration of penal institutions throughout the entire country, that their inmates are made up preponderantly of persons who have not come under the influence of agencies of Christian education.

All the evidence goes to show that Minnesota's best investment is in her agencies of character building.

SUMMARY

The colleges of Minnesota may fairly be referred to as denominational colleges. They are carrying out with a commendable degree of fidelity the commission which has been given them by the churches.

On the academic side, they all make the teaching of the liberal arts and sciences their major objective. With few exceptions they have not entered the professional field. Several of them do meet the requirements of the state in teacher training. Their main task, however, is to conserve and create cultures.

They all officially recognize religion as a racial inheritance of primal importance. They unitedly and individually hold to the faith that this "incurable" concern of mankind must be recognized and cultivated. With varying degrees of success and to varying extent, they are teaching the Bible, religion and religious education. They are giving undergraduate instruction to men and women who hope to devote themselves to religious work in connection with the Christian church. At the same time they are building their faculties with a view of guaranteeing a cordial attitude toward religion in every department of instruction. They strive to have the entire institution permeated with the Christian spirit.

These two dominant purposes of the colleges may be brought together in the phrase *Christian culture*. They attempt to make the conditions favorable for its development, not only through the scholarship and character of the teaching force, but through the selection of the students, through the grouping of students in sizable units, through their housing and other living conditions, and through the physical beauty of the surroundings.

These colleges are holding up, and in so far as possible, illustrating, ideals of truth, beauty, and goodness. They have evidence in the product of the work through the years that such ideals are contagious. It is thus that they strive to render service to the state and the world.

THE OCCIDENTAL COLLEGES TO-DAY AND TO-MORROW

BY

ROBERT LINCOLN KELLY

With An Introduction

BY

PRESIDENT REMSEN DU BOIS BIRD

INTRODUCTION

The survey of Occidental College following this statement was made in the month of February, 1927, by Dr. Robert L. Kelly, Executive Secretary of the Association of American Colleges. The Board of Trustees and Faculty, recognizing the increasing importance of our field and the great possibilities of the college in its present work and in the planning for the larger future, desired that some one should come into our midst who would give to the college authorities an honest, intelligent, and constructive criticism. We did not seek polite approval. We sought a thoroughgoing examination of our plan, curriculum, organization, and general procedure.

Dr. and Mrs. Kelly were guests of the college, living on the campus, and given absolute freedom in the search for information concerning the work and organization of the college. It was the desire of every one to be of assistance and to find out from an impartial and trained observer wherein we might improve ourselves for the task in hand.

The report from Dr. Kelly's office was received with great interest and expectation. We desire to express our appreciation for the tact, sincerity, sympathy and thoroughness with which Dr. and Mrs. Kelly conducted this survey.

REMSSEN DU BOIS BIRD

THE OCCIDENTAL COLLEGES

TO-DAY AND TO-MORROW

This study of Occidental College was undertaken by the writer upon the invitation of President Remsen du Bois Bird and the authorization of the Occidental Board of Trustees. An effort has been made to get a picture and catch the spirit of the institutions and agencies of higher education in California, particularly in the liberal undergraduate field. These institutions include, not only colleges and universities, but libraries, laboratories, museums, observatories, and the like, of which there is an exceptionally rich and varied supply.

THE METHOD OF THE STUDY

On the assumption that the officers and faculty constitute the largest factor in determining the character and effectiveness of a college, the surveyor undertook to have interviews with each person so related to the institution. Most, though not all, of the field was covered in this way. The minimum period of each interview was thirty minutes, but in numerous cases the time was extended or other periods were arranged for. A great mass of material bearing chiefly on the inner life and work of the college, and in the conferences with the officers, on the enlarging plans of the future, was secured in these interviews. Group conferences were held also with certain members of the board of trustees, and there was some opportunity for individual and group conferences with students. The personal conferences with members of the faculty were supplemented with brief question-schedules bearing upon various phases of their academic and professional experience. Especial mention may be made of the schedules relating to the total distribution of faculty time, from which not only has the

teaching load been computed, but also the time devoted to research, productive scholarship, administration, field work, recreation, etc.

There were special schedules relating to travel and study in foreign lands which were found to bulk large in the experience of an unusual proportion of the faculty.

The official records of the officers of administration, the president, the three deans, the comptroller, the registrar, the librarian, the alumni secretary, and some of the regular and special committees of the faculty were drawn upon. Several of the officers conducted special studies at the request of the surveyor. All the records of the college and of all its affiliated organizations except those of the fraternities were freely opened for inspection.

In addition to all this the rapidly forming plans for the Occidental Colleges of the future were reviewed. The effort was made, in a word, to watch under the microscope of the modern survey, the one cell dividing in true biological fashion into two or more cells.

THE OBJECTIVES OF THE COLLEGE

The charter of the college sets forth the two dominant purposes for its being, as conceived by its founders. The founders would establish a Christian college of the undergraduate type devoted to liberal education.

They stipulated that the subject matter should consist of "the arts and the natural sciences." Evidently the pure sciences were meant; there was certainly no discrimination in their minds against the biological sciences. They did not have the modern type of university in mind. Their primary interest was not in any phase of professional or vocational education. They did not aspire to graduate or research work. Nor manifestly did they include in their stated program the present-day forms of evening and extension instruction and cooperative service. They would found an institution for men and women organized and

administered after the fashion of the traditional American coeducational college. Furthermore, they were expecting to employ a carefully selected group of teachers and to enroll a carefully selected group of students.

They wished this college to be permeated with the Christian spirit and atmosphere. Indeed, they were more specific. They stipulated that "the teaching and management of the college shall always be in accord with that of the evangelical Christian churches concerning fundamental doctrines of Christianity," and that each board member shall be a member of an evangelical church. But they did not enter upon a detailed statement of the "fundamental doctrines" to which the college must be committed. The college must be organized on the basis of the "prevailing evangelical interpretations." The religious requirement is not characterized by rigidity of statement. It does not demand a closed mind. It is intended to interpret a social attitude; the prevailing point of view may be a changing point of view as science and revelation open up new worlds. At its best it is tolerant toward differences of interpretation. The ideal toward which the college is striving is sufficiently definite in form without being crystallized in its content. It is fluid and dynamic.

THE OBJECTIVES OF THIS STUDY

The objectives of the study grow out of the total situation. They are not determined on the basis of previous studies nor committed to predetermined techniques. The Occidental College of to-day and the Occidental Colleges of to-morrow taken together present a new problem in American educational history and philosophy. In the problem inhere a number of the newer phases of college administration and teaching. The most significant phases of the problem may be considered under seven heads:

- I. The field and constituency.
- II. Space utilization.

- III. The distribution of administrative functions.
- IV. The present living conditions.
- V. The present financial procedure.
- VI. The present educational program and equipment.
- VII. Problems presented by the program of expansion.

I. FIELD AND CONSTITUENCY

The question whether the college has a field and potential constituency becomes at once *how* shall the constituency be selected from the field? Occidental is now and is to remain perhaps within the largest metropolitan district of California. The high schools of this district alone are annually graduating prospective college students by the thousand. Furthermore, within the State of California are to be found from 10 per cent to 12 per cent of the total high school population of the United States. Only New York, Pennsylvania, Ohio, Illinois have a greater high school population. Within the borders of the latter states and easily accessible to them are scores of good colleges, while within the State of California, bounded on one side by mountains and desert and on the other by the sea, are a dozen colleges only.

It is a fact well known to students of American higher education that the proportion of high school graduates who go to college is higher in the states west than in the states east of the Mississippi River. The educational contagion is most acute west of the Father of Waters.

A few particulars may be pertinent here. Of the twelve states having the highest ratio of college students to population, according to the latest report of the United States Bureau of Education,* California ranks tenth, having one college student to every 146 persons. It is interesting to note that all but one of these twelve, the District of Colum-

* Zook, George F. Residence and Migration of University and College Students. *Bulletin*, 1926, No. 11. U. S. Bureau of Education.

bia, are west of the Mississippi River. Contributing factors to this situation are in some cases the lack of separate normal schools and the inclusion of prospective teachers in state university enrolment which tends to increase the number of students reported in the regular colleges and universities. The small negro and foreign population of some of these states would partially account for the high ratio of college students, and yet after making these allowances it is certain that there is a high spirit of adventure among western youth.

Statistics for the entire country show that an average of 75.6 per cent of students remain in their home states for college education. California heads the list in keeping 90.4 per cent of its students in its own colleges and universities. Texas is a close second, and Oregon third. In fact, the six states which appear to have the greatest "holding power" are all west of the Mississippi. The facts that these states are separated by great distances from the older educational centers and that the outstanding opportunities for higher education in the West are fewer, undoubtedly affect the general situation also. Then, these states have institutions of excellent rank.

Although an average of 76.5 per cent of American women students attend college in their own states, 94 per cent of the California women students remain in their home state. California is second only to Texas in this respect. It leads all other states; however, in holding its men, 88 per cent of whom receive their college education in California. The general average for the men is somewhat lower than for the women, being 71.3 per cent. Of the 14,456 students of this state enrolled in liberal arts and science courses, 93.7 per cent are accommodated in California colleges and universities.

California has also considerable extra-territorial drawing power, 2.7 per cent of its enrolment being composed of students from foreign countries and American possessions, and is surpassed only by New York, Massachusetts and Illi-

nois in this respect. It has a decided drawing power for students residing in other states, 9.2 per cent of the enrolment being made up of students from outside the state exclusive of those from foreign countries and American possessions.

California not only ranks high in holding its students in the colleges of liberal arts and sciences, but in the graduate and professional schools as well, where it is usual to find a rather large proportion of students migrating for such training. Eighty-seven and nine-tenths per cent of California's graduate students are attending California institutions, California ranking the highest of all states in this particular. New York is a close second. California ranks sixth among the states in drawing graduate students most heavily from other states. This fact, together with the high percentage of its own students enrolled in its own professional institutions, indicates the high character of these facilities. The percentage of California students enrolled in home institutions for special training is as follows: Agriculture, 76.5; Commercial and Business, 91.5; Engineering, 84.9; Law, 91.1; Medicine, 67.9; Theology, 67.7.

The total number of women in our country attending college is greater west of the Mississippi than east, not only relatively, but actually, and is rapidly on the increase. While these women are enrolled chiefly in tax-supported institutions, there are already twenty trans-Mississippi colleges for women with a four-year program conducted independently of the state, as well as two under state control. There are seventeen junior colleges for women under independent management. The coeducational psychology west of the Mississippi as elsewhere is yielding to new currents of thought.

The very pertinent fact may be recorded here that in annual expenditure per capita of enrolment California ranks second among the state school systems. Wyoming

spent for this purpose in 1925-26* \$136.39; California, \$134.77; the District of Columbia, \$126.41, and Idaho, \$126.11. While, of course, a large proportion of this expenditure is incurred for buildings and equipment, the liberal attitude of taxpayers toward education augurs well for the future all along the line. That California is carrying forward the largest scale project in adult education on this side of the Atlantic is in line with this development.

It may be concluded, therefore, that there is no scarcity of raw material for the Occidental plant of the present and future. Nor is there danger that our people will be stamped into one type of college only, new or old. There are no two American colleges alike. Each has a personality and a program of its own, and, let it be added, this is an element of strength and not of weakness. We have a vast democracy to educate. Our children have many aspirations and talents. Higher educational institutions should not seek uniformity. Each prosperous college grows out of its own soil and within its own atmosphere and attracts its own clientele.

II. SPACE UTILIZATION

The problem of space utilization as viewed in the large is not a vital one at Occidental at this moment. The chapel is not large enough to accommodate all the members of the college at one time, but this problem can best be met when the actual separation between the colleges takes place. There is needed a new girls' dormitory if the physical solidarity of the college is to be developed.† Since a separate men's college is to be founded no new men's dormitories should be built on the present campus. There should be a rearrangement of the space accommodations in some of the buildings, as, for example, the library. The present

* Phillips, Frank M. *Statistics of State School Systems, 1925-26. Bulletin*, 1927, No. 39. U. S. Bureau of Education.

† A new dormitory for girls has been completed since this survey was made.

educational procedure leads to undue concentration in certain classrooms and laboratories and leaves others only partially used, but these situations create problems for the educational officers, not for the architect and contractor. The faculty should make a careful study of its curriculum organization as it affects the present space facilities. The problems are more acute educationally than physically. The college may adopt a forty-four hour week, as many other colleges have done. The present difficulties with the exceptions indicated are easily remediable without additional construction. Further reference is made to this phase of the problem in a later section, in which the program of expansion is considered.

III. THE DISTRIBUTION OF ADMINISTRATIVE FUNCTIONS

In a recent study* of Davidson College, North Carolina, the following suggestions were made:

- A. The college enterprise is a unit, instructional, financial and student welfare activities normally working together.
- B. The president delegates details to responsible officials freeing himself for the consideration of larger educational policies and for contacts with the public.
- C. The faculty has initial and advisory voice in new educational programs and legislative power in the execution of approved policies.
- D. Provision is made for staff members to discuss with the president and, ordinarily by conferences or joint committees, with the trustees, matters in which they are professionally concerned. The board is primarily the custodian of the funds of the college and thereby responsible for their investment and for the approval of the purposes for which the income is used. The president and the faculty of the college are primarily concerned, (a) with the execution of fundamental policies, (b) with rendering advice on the needs of the institution.

Perhaps the main administrative functions may be summed up under six heads:

* Kelly, R. L. Davidson College, A Diagnosis and Prescription. *Christian Education*, Vol. 9: 8, May, 1926.

1. Instruction service.
2. Student welfare service.
3. Records service (largely in the field of instruction and student welfare).
4. Finance service.
5. Property and plant service.
6. Outside relations service.

Manifestly in an institution of the Occidental type these six services will not require the full time of six different individuals.

In common with most American colleges, Occidental has not recently made an analysis and distribution of executive and administrative functions. The organization provides for a board of trustees with certain committees, a president, a dean, a dean of men, a dean of women, a comptroller, a registrar, an alumni secretary and an administrative committee serving as advisers to the president, and numerous faculty committees. There is also a system of student organizations, related to phases of the administration.

It is important that the board of trustees define with as much expedition as possible the fundamental policies of the enterprise present and prospective. There is now a degree of ambiguity and uncertainty as to the future which in some quarters has a paralyzing effect. The board should place the execution of its general policies squarely on the shoulders of the officers and faculty and recognize them as the active agents in the academic field. The board should not itself exercise academic functions thus delegated, as, for instance, conferring honorary degrees, without faculty knowledge and approval. In view of the fact that the present income is not sufficient to maintain the college on its existing basis of operation it is most important that the board assume the active responsibility of providing the anticipated deficit until the normal stream of income from endowment, tuition, gifts and service agencies more nearly meet the requirements of operation.

The president should be free for the next decade to devote his time more fully to the larger plans of promotion for which he has demonstrated marked capacity as well as for more effective supervision of the educational program. He ought not to become a stranger to the students or to have infrequent contacts with the faculty and officers.

The dean of the college should have placed definitely in his hands responsibility for guiding the internal educational development of the college. He should be provided with such clerical assistance that he may be free to grapple with the increasingly complex situations involved in the maintenance at a high level of effectiveness of the academic work. It is altogether possible that a single dean of instruction, just as is the case with the president, may function for the two colleges when the separation occurs.

The comptroller should be made a member of the committee on policy of the present college, thus recognizing the coordinate ranking of the financial function of administration with that of instruction and student welfare. It can scarcely be seen how educational policies involving expenditure can be intelligently elaborated without intimate knowledge of the state of the treasury, present and prospective. The new colleges will need but one comptroller.

The registrar should have his function extended to include the keeping of all academic records and to facilitate this work might well be made secretary of the faculty and of the committee on policy. In cases where records are needed in the offices of the president, dean and comptroller, duplicate records should be provided. The need for this service will be still more apparent with the development of the new colleges.

The dean of men and the dean of women should have the general oversight of all phases of student welfare and the need for wise and sympathetic guidance in this field will be accentuated under the new arrangement. This is as yet a pioneer field in college administration and will be particularly so in the new Occidental Colleges.

Occidental already has in the advisory council a most effective unifying agency which may well be carried over as part of the administrative machinery of the new colleges. If the faculties are later organized into four to six divisions each, the heads of these divisions may be added to the advisory council, which in its enlarged form may become the Occidental Senate. In such an event the board of deans would constitute a smaller group for the consideration of the more intimate problems of administration.

There are some interesting experiments now in process looking toward the more distinct recognition of the several academic functions referred to above.

THE UNIVERSITY OF CHICAGO

The University of Chicago now has two vice-presidents, chief advisors of the president, one of whom is concerned primarily with problems of instruction and the other with University finances.

THE UNIVERSITY OF PENNSYLVANIA

A more thoroughgoing separation of functions is provided for in the present organization of the University of Pennsylvania. For the purposes of clarity a recent letter from Provost Penniman is quoted entire, although the machinery of administration at Pennsylvania is necessarily more complex than is needed at Occidental College.

The general principle involved in our form of administration at the University of Pennsylvania is that of dividing the administrative work of the University into four important groups, each headed by an officer of the rank of Vice-Provost, although the financial group is really headed by the Treasurer, leaving only three Vice-Provosts. The work of a University is education. All else is subordinate to that. The financing of the institution and the educational administration of it are so distinct, although really inseparable, that the question of relative rank of the Vice-Provosts in charge does not arise. Each man is assigned a field in which to work, and for which he is responsible to the Provost and to the Board of Trustees. The divisions of University administration, as we have them in mind at present, are—

First—Education, including Faculty relations, appointments, courses of study, etc.

Second—Student Welfare, including all that that term implies, such as discipline, student aid, scholarships, supervision of dormitories and fraternities, and admission to the University.

Third—A third Vice-Provost will have what we call, for lack of a better term, Public Relations, including the issuing from time to time of the Provost's Report, dealing directly with the public press, preparing articles for periodicals, etc.

Fourth—The fourth Vice-Provost, who, however, prefers to be called Treasurer and is Treasurer, has to do with the receipt and care of all University funds and property.

Parallel to the Treasurer is the Comptroller, who prepares budgets, and keeps a careful supervision over all expenditures. I cannot very well define more narrowly the duties of these officials, because there are many things that are, from time to time, referred to them, as related to their general work.

The Provost, the Vice-Provosts, the Treasurer, and the Comptroller constitute an Administrative Committee, which meets weekly and keeps regular minutes of the proceedings. All this has to do with general University administration. There are also Deans who preside over the several Faculties in the absence of the Provost. Ordinarily the Dean has direct supervision over the work of the school over which he presides. There are several men who occupy positions similar to that of the Deans, but whom we call Directors. These Deans and Directors constitute a body known as the Board of Deans, which is presided over by the Provost and which meets at the call of the Provost, although nominally the meetings of the Board of Deans are held each month. The Deans report directly to the Provost, who is thus kept in touch with all the work of the University.

DUKE UNIVERSITY

This institution is trying out an organization, new to university procedure, and not yet put into the statutes of the university. This organization provides for three divisions, each presided over by a vice-president. President Few says:

The three major divisions are: (1) Business Division; (2) Educational Division; (3) Student Life Division; each division having a vice-president in charge. For the Business Division there is an administrative committee; for the Educational Division a council on instruction; and for the Student Life Division a welfare board. The

President of the University is a member of each one of these and the Vice-President in charge is primarily responsible for preparing material for his division. The President and three Vice-Presidents have weekly meetings for consideration of the larger and more general matters.

IV. THE PRESENT LIVING CONDITIONS

One is impressed with a number of inadequacies in the present arrangements for housing and boarding students. First of all, there are too many rooming and boarding places either for economy of administration or for the development of college unity. According to statistics submitted at the time of the visit of the surveyor, there were eight men's fraternity houses. In these houses the number of meals served ranges from ten to twenty-two for breakfast, twenty to thirty for luncheon, and eighteen to thirty for dinner, although the attendance at all of these meals is irregular. The average cost of three meals per day is \$1.15. A number of men live in private houses and no record is available of their living conditions. Practically no men from Swan Hall, the college dormitory for men, take breakfast or dinner at the College Commons. Similar conditions prevail among the women students.

These conditions are far from the ideals of a well-conducted residence college.* They prevent the successful management of the College Commons; they are uneconomical both from the student and college point of view. No commons can be conducted economically on the basis of one meal per day for five days in the week; the mid-day meal only is now fairly well patronized. The irregularity and inadequacy of the meals both for men and women are injurious to good habits and good health. The college physician reports that the two leading ailments of boarding students are colds and digestive difficulties. Under ideal conditions the dining rooms would be concentrated and for a college of the present size of Occidental one

* See President Bird's statement, page 351.

kitchen would suffice. The payment for meals on the basis suggested would be made in advance. The whole system would be under the supervision of a dietitian and in the new women's college would be related to the department of household economics. If there is a margin of income from rooming and boarding students, as there should be, the benefits would come to the college and not be distributed among many landlords remotely related or not related at all to the institution.

The four years of college life should be a time for strengthening and not destroying some of the habits of dignity and refinement which should characterize college men and women as they characterize the homes from which Occidental students come.

Under the conditions now prevailing it is difficult to build up a residence college. The conditions are aggravated by the fact that many of the students live within the metropolitan district and transportation facilities between the college and their homes are excellent. The facts also that there is no schedule of work on Saturdays and that most of the class work is done in the forenoon of the other five days of the week contribute to the general situation. It may be noted as a factor in the situation that relatively few members of the faculty live near the campus. Taken all in all, therefore, the college atmosphere becomes quite rarefied and lacking in ozone. It is interesting to note that on the new campus it is proposed to build homes for the members of the college faculty.

V. THE PRESENT FINANCIAL PROCEDURE

The following statement of net assets by funds is cast in the form suggested by Dr. Cowling in his analysis of college finances:*

* Cowling, Donald J. "An Analysis of the Financial Needs of a College of Liberal Arts for One Thousand Students." *Association of American Colleges Bulletin*, Vol. 13:1. Pp. 34-63.

TABLE I

NET ASSETS BY FUNDS, OCCIDENTAL COLLEGE, 1925-26

Current resources	\$14,443.67	
Current liabilities	75,271.69	
Current fund deficit		\$60,828.02†
Endowment resources	689,652.09	
Endowment liabilities	000.00	
Endowment fund capital		\$689,652.09
Annuity fund resources	75,000.00	
Annuity fund liabilities	45,060.00	
Annuity fund capital		29,940.00
Scholarship fund resources	21,900.00	
Scholarship fund liabilities	000.00	
Scholarship fund capital		21,900.00
Student loan fund resources	7,731.74	
Student loan fund liabilities	000.00	
Student loan fund capital		7,731.74
Plant fund resources, exclusive of dormitories	800,469.24	
Plant fund resources, dormitories and their equipment	243,665.84	
Plant fund liabilities	000.00	
Plant fund capital		1,044,135.08
Net resources	\$1,732,530.89	
	\$1,793,358.91	\$1,793,358.91

† This includes \$56,638.02 of current funds invested in plant resources.

It is to be observed that Occidental's endowment is insufficient for the enterprise in hand.* While no one is able to speak with finality as to the endowment needs, a very modest estimate would indicate that Occidental should now have available four or five times the amount of its

* See President Bird's statement, p. 352.

present endowment. At \$5,000 per student, the endowment would be \$3,250,000. This is a much smaller sum than the estimate of President Donald J. Cowling, of Carleton, for a college of one thousand students.**

The income from \$1,000,000 additional endowment would not liquidate the current fund deficit, while the salaries should be increased substantially in order permanently to safeguard the college's scholastic standing.

THE SOURCES AND DISTRIBUTION OF INCOME

The sources of income for 1925-26 and the percentage distribution compared with other institutions are given in Tables II and III. The student fees and gifts are relatively high, and the endowment income relatively low. In this connection it may be said that Mr. Arnett would probably change his estimates now if he thought it practicable to increase the tuition rates.† Tuition rates generally throughout the country are being increased, almost invariably with the result not only of a larger income but a larger registration. It will be some time, however, before the students will pay all the bills for a college education.

Perhaps the income from dormitories may be increased. Here is an investment of \$243,665.84 (Table I) which may

TABLE II
SOURCES OF INCOME, 1925-26

	Amount
Student Fees	\$126,136.46
Dormitories (net profit)	6,817.59
Endowment	46,832.11
Gifts	29,032.22
Miscellaneous	4,066.77
Total	\$212,885.15

** *Ibid.*, p. 322.

† Arnett, Trevor. *Association of American Colleges Bulletin*, Vol. 13: 1, pp. 64-73.

TABLE III
PERCENTAGE DISTRIBUTION OF SOURCES OF INCOME AT OCCIDENTAL
COLLEGE AND OTHER INSTITUTIONS

Sources of Income	Occidental 1925-26	Arnett*	Privately Supported Institutions**
Student Fees	59.3	38.8	47.0
Endowment	22.0	46.0	25.6
Gifts	13.6	8.4	8.8
Miscellaneous (including profits on dormitories)	5.1	6.8	18.6†
	100.0	100.0	100

* Arnett, Trevor. *College and University Finance*, p. 135. General Education Board, New York.

** Estimated from the incomes of privately supported institutions in the U. S. as reported in U. S. Bureau of Education *Bulletin*, No. 40, 1927.

† Does not include profits from dormitories.

TABLE IV
DISTRIBUTION OF EXPENSES AT OCCIDENTAL COLLEGE COMPARED WITH
"COLLEGE OF LIBERAL ARTS"*

Expenditure	Amount Expended at Occidental	Per Cent. of Occi- dental Total	Per Cent. College of L. A. Total
Administrative	\$39,507	18.7	20.4
Operation, Maintenance, Depreciation, and Mis- cellaneous	41,961	19.9	21.1
Instruction	129,399	61.4	58.5
	\$210,867	100.0	100.0

* Arnett. *College and University Finance*, p. 135. General Education Board, New York.

become an important service investment although it is by no means such now. This is the experience of numerous institutions in all parts of the country.

The distribution of expenses as indicated in Table IV shows relatively high instructional expense and relatively low administrative expense, which is as it should be.

TABLE V

VALUE PER CAPITA OF ENROLMENT OF BUILDINGS AND DORMITORIES
AT OCCIDENTAL COLLEGE COMPARED WITH OTHER INSTITUTIONS

	Per Capita Value of Plant*	Per Capita Value of Dormitories
Davidson College, 1925-26**	\$ 440	\$461
Privately controlled institutions in California ¹	1161	250
Occidental College, 1925-26	1054	307
Privately controlled institutions in Oregon, 1925-26 ¹	617	134
Privately controlled institutions in the United States, 1925-26 ¹	1165	240

* Including dormitories.

** Robert L. Kelly, Davidson College, a diagnosis and prescription.
Christian Education, Vol. 9: 8, May, 1926.

¹ Estimated from Statistics of Universities, Colleges and Professional Schools, 1925-26, U. S. Bureau of Education *Bulletin*, 1927, No. 40.

Table V discloses the fact that Occidental's value per capita of enrolment of buildings and dormitories in comparison with those of many other institutions is high. The per capita value of dormitories for Occidental is about the average for the country at large, although excellent dormitories are being constructed in some sections of the United States at a lower cost.† Since 1923-24, several California colleges—Mills, Whittier, and the University of Redlands—have erected dormitories at a considerably lower cost than the averages here stated.

† The excellent men's dormitories at the State University of Iowa cost about \$800.00 per student.

VI. THE PRESENT EDUCATIONAL PROGRAM AND EQUIPMENT

CURRICULUM

The faithfulness with which Occidental is carrying out the charter provision that the institution be devoted to liberal education is indicated by the dominant subjects in the curriculum.* The nine subjects in order with the greatest earning power are English, political science, education, philosophy and psychology, religion, economics, history, Spanish, and zoology. With the exception of physical education, which is a required subject for all students, these also are the subjects with the largest enrolment. The subjects with the lowest earning power and enrolment are German, Latin, art, theoretical music, hygiene and public health, and Greek.

In general the work advertised in the catalog is very well absorbed in the courses taught. The chief exceptions to this are in art, French, German, Spanish, religion, botany, and Greek.

In the distribution of senior and junior majors the following departments rank in order: English, history, economics, chemistry, biology, music, mathematics, and Latin. The question should be given serious consideration as to how Occidental may avoid the threatened peril of horizontal spreading in the curriculum phases of its program. There is undoubtedly need for the principle of distribution as well as that of concentration in the student curriculum. The major and minor group systems may be combined and be conducted on a cooperative basis. Concentration may easily be overdone in a liberal college. There are many advantages in offering courses that cut across departmental lines and indeed in administering the

* Tables giving details concerning this and other facts mentioned on the following pages were submitted to the authorities of the college.

college on a group basis rather than a departmental or major basis.**

Table VI shows that the per capita cost of students at Occidental is \$379.20, and compares this cost with that of a number of other institutions. An estimate of the cost at

TABLE VI

AVERAGE COST PER STUDENT OF THE TOTAL EXPENDITURE IN TWELVE COLLEGES AND UNIVERSITIES COMPARED WITH OCCIDENTAL COLLEGE

Institution	Per Capita Cost
Transylvania College, 1924-25*	\$212.00
Atlantic Christian College, 1924-25*	223.00
University of Washington, 1922-23**	227.78
Lynchburg College, 1924-25*	264.00
Davidson College†	270.00
Hiram College, 1923-24*	288.00
University of Oregon, 1922-23**	320.84
State College of Washington, 1922-23**	321.93
Culver-Stockton College, 1924-25*	326.00
Oregon Agricultural College, 1922-23**	335.65
<i>Occidental College, 1925-26</i>	<i>379.20</i>
Eureka College, 1924-25*	382.00
Purdue University, 1922-23**	391.16

* Reeves, Floyd W. Report of a Survey of Atlantic Christian College, 1926. (Unpublished.)

** Stevens & Elliot. *Unit Costs of Higher Education*. Macmillan, 1925. P. 149.

† Kelly, Robert L. Davidson College, A Diagnosis and a Prescription. *Christian Education*, May, 1926.

University of Oregon, the Oregon Agricultural College, the University of Washington and the State College of Washington, if made now, would no doubt be greater than in 1925.

As Occidental pursues the policy of approximating more nearly to individual instruction, the cost will be sure to rise. Within reasonable limits, other conditions being

** See President Bird's statement, p. 352.

equal, the higher the cost, the greater the service. Occidental does not aspire to offer a cheap education, although no worthy student should be turned away because of lack of funds. This suggests the extension of the scholarship and especially of the loan fund privileges, both of which, as indicated in Table I, are extremely small.

The average cost of faculty salaries per student per subject, based on the first semester's registration for the year 1926-27, is submitted in Table VII. The work in music and art has not yet found itself. It may be that the demand for ancient languages will not greatly increase. As

TABLE VII
AVERAGE COST OF FACULTY SALARIES PER STUDENT PER SUBJECT
BASED ON FIRST SEMESTER REGISTRATION AT
OCCIDENTAL COLLEGE, 1926-27*

Department	Cost per Student
Music	\$136.36
Drawing and Art	104.55
Ancient Languages	100.00
Physics	70.43
Mathematics and Mechanical Drawing	59.57
Geology	57.00
Modern Languages	50.35
Chemistry	48.36
Botany	46.00
History	38.17
Speech Education and Dramatics	36.26
Education	35.43
Economics and Sociology	33.92
Philosophy and Psychology	31.82
Zoology	31.71
English	22.30
Physical Education—Women	21.86
Political Science	20.71
Religion and Ethics	18.13

* Excludes salaries of the deans, library and registrar staffs, and group insurance.

is usual in such tables, the sciences are relatively more expensive than many other subjects. The modern language work suffers as it does generally in the California colleges. It is interesting to note that the cost of religion and ethics is at the bottom of the list. The large enrolment in these subjects may be due to the college prescriptions, but in any event the instructional cost shows great lack of approximation to individual service.

THE LIBRARY*

In 1926-27 the number of volumes in the Occidental library per capita was 39, which is larger than the average number in the privately controlled institutions in Washington and Oregon for 1925-26. In the same year the average number of volumes per capita in the privately controlled institutions of California was 48 and in all such institutions in the United States, 52.

In 1926-27 Occidental was spending \$21.21 per student for books, periodicals and library salaries. Available data indicate that in 1921-22 a few of the largest universities spent more than this. The expenditure at Princeton was \$52.50; at Yale, \$37.00; at Harvard, \$33.00; Stanford, \$31.00; North Carolina, \$27.50; Brown, \$27.50; Columbia, \$25.00; Dartmouth, \$23.50; Oberlin, \$22.00. A majority of the colleges in the country, however, do not make as great an expenditure as that of Occidental.

There is need for a reorganization of the library facilities. The library building was constructed before the present ideals of library administration became generally operative.** There is little, if any, provision at present for research students. Members of the faculty with special interest in research, on either an individual or group basis, should be allowed some time and facilities for this purpose. The desirability of this is emphasized by the unusual opportunities for research in the metropolitan district. The non-

* See President Bird's statement, p. 352.

** Kelly, R. L., *Tendencies in College Administration*, pp. 66-78.

resident character of the college makes the library problems more acute. At present, in the absence of a student union, the library is required to serve in some degree as a social center. Entire groups come there at times with that manifest purpose. This militates against the work of the serious students and is injurious to the morale not only of the library but of the college. A considerable loss of material is reported. The janitor service might be improved.

The librarian offers a one-hour course in library administration and talks to freshmen on the use of the library are given.

The key to the whole situation is the very able library committee, which is empowered to formulate a definite policy as to the functions of the personnel as well as the use of the materials. This committee has power to carry through a program on a unified basis and should be encouraged to use that power in the interest of the best educational procedure, subject, of course, to faculty approval. It is needless to say, perhaps, that all the members of the library staff should be highly trained for their work, thoroughly conversant with the policy of the library, and should work with the fullest degree of cooperation. Frequent conferences between members of the staff are suggested, that the policy of the library committee may be thoroughly understood by all, that unnecessary duplication of books may be avoided, that a unified system of cataloging may be maintained, and that readers may be better served. There should be, certainly, centralized control of library funds. This committee might well bring to the faculty for consideration the question of the qualifications of members of the library staff, the division of appropriations among the different departments, the utilization of the space in the library, and the types of equipment needed for the development of the library as the intellectual center of the college. The question is pertinent as to whether all library monies should not be handled by the comptroller.

FACULTY

Occidental has been very successful in building up a strong faculty. While, of course, a faculty cannot be measured in terms of higher degrees alone, it is interesting to note that of the sixty-seven members of the faculty in 1926-27, twenty-two had doctor's degrees, thirty-seven others had the master's degrees as the highest degree, and one had the bachelor's degree only. This makes 88 per cent of the faculty with the higher degrees, which may be compared with the percentage at Pomona and Redlands of 68 and at the University of Southern California of 75. A comparison may be made also with representative colleges in other sections of the country as follows: Rutgers and Connecticut College for Women, 65 per cent; Davidson College, 67 per cent; Carleton, 70 per cent; Hamilton, 72 per cent; St. Stephen's, 95 per cent. In all these cases faculty members in art, music, etc., are counted.

Occidental has drawn from many institutions in building its faculty. Thirty-five such institutions are represented among those in which faculty members secured their baccalaureate degrees, only eight, or 15 per cent, being from Occidental itself. This may be compared with Pomona, whose faculty members represent forty-eight institutions, and 10 per cent of whom received their first degree from Pomona. At the University of Redlands twenty-eight institutions are represented, only 2 per cent having baccalaureate degrees from this college. Seventy institutions are represented among the faculty members of the University of Southern California in the sources of first degrees, but 31 per cent received their baccalaureate from this university. When compared with other institutions in other sections of the country, Occidental also makes an excellent showing. Davidson College has ten institutions represented with 20 per cent having the baccalaureate degree from that college. At Rutgers the figures are, respectively, fifty-three and 28 per cent; at Hamilton twenty and 12 per cent; at St. Stephen's eleven and 1 per cent; at Connecticut College for

Women twenty-seven and 2 per cent; at Carleton thirty-seven and 18 per cent.

The Occidental faculty is unusual in that so large a number of its members have had the advantage of foreign travel and study. Twenty-six members report that they have studied at various universities, engaged in research or traveled in over forty foreign countries. One holds a doctor's degree from Leipsic and another from Marburg. A third has his master's from Oxford. Many centers of European culture were visited by a number of these teachers as well as the countries in the East—India, China, Arabia, Dutch East Indies, Japan, Ceylon, Persia. South and Central America, Mexico, Porto Rico, Cuba and Jamaica have also been visited for purposes of study and investigation.

Since 1922 the faculty has been consistently strengthened also by the development of the professorial rank. In 1922 there were sixteen professors, six associate professors, and one assistant professor. In 1926 there were twenty-nine professors, six associate professors and nine assistant professors.

Tables VIII and IX give comparative data on teachers' salaries. On the whole, Occidental compares very favorably

TABLE VIII
FACULTY SALARIES AT OCCIDENTAL AND OTHER INSTITUTIONS

	Professor		Assoc. Prof.		Asst. Prof.	
	Average Min.	Max.	Average Min.	Max.	Average Min.	Max.
Occidental College, 1926-27	\$3,200	\$5,000	\$2,500	\$3,000	\$1,800	\$2,700
Assoc. of Am. Col., 1926-27*	3,055	4,118	2,638	3,184	2,112	2,581

* Association of American Colleges, Report of Commission on the Enlistment and Training of College Teachers. Association of American Colleges *Bulletin*, Vol. 13: 2, April, 1927.

TABLE IX

FACULTY SALARIES IN COLLEGES OF THE UNITED STATES

	Professor	Assoc. Prof.	Asst. Prof.
	Average	Average	Average
Southern States*	\$3,111	\$2,833	\$2,218
Average for thirty-nine Standard Colleges**	3,146	—	2,384
Association of American† Colleges, 1926-27	3,004	2,676	2,228

* Taken from a report compiled by the registrar of Georgetown College, September, 1925.

** Reeves, Floyd W. A Report of a Survey of Atlantic Christian College. 1926. (Unpublished.)

† Study made by Commission on Enlistment and Training of College Teachers of the Association of American Colleges. Ninety-three institutions included in average for professors; fifty-nine institutions for associate professors; sixty-four institutions for assistant professors.

Note: The average salary of full-time instructors in all publicly supported universities of seven North Central states for the year 1925-26 (Ohio University and Miami University not included) was \$2,878, according to Report of a Survey of the State Institutions of Higher Learning in Indiana, 1926. The corresponding figure for Occidental College, 1926-27, is \$2,800.

with other colleges studied. At the earliest moment, however, the college should adopt a retiring system with as liberal provision as is possible for those who have served the college as officers and teachers during the years.

In detailed tables, which have been submitted to the college authorities, it appears that six members of the faculty have from seventeen to twenty-four clock hours of recitation, lecture and laboratory hours per week, but for the majority of the faculty the number ranges from ten to sixteen. In addition to that, however, practically all of the members of the faculty devote themselves to other instructional work such as preparation, reading papers, student conferences, making of reports and extension or correspon-

dence work, so that what may be termed the teaching load per week of the instructors sometimes goes to fifty hours or more per week, and in many cases is between forty and fifty. In relatively few cases is it less than thirty.

It was found that the time devoted to instructional purposes by the faculty for an average week during the first semester was: instruction, 640 hours; preparation, 473 hours; reading papers, 158 hours; student conferences, 100 hours; extension and correspondence work, 64 hours; reports, 29 hours.

In connection with the above data it should be noted that the names of sixteen members of the faculty appear only once on faculty committees and ten only twice. On the other hand, there are two who are on seven committees, three on five, ten on four, and four on three. The committee work is not counted as part of the teaching load, but in the interest of better teaching it should have a more equitable distribution among the members of the faculty.

THE FINE ARTS

The various fine arts are in incipient stages of development at Occidental. The foundations are being laid for a division of the curriculum which may include vocal and instrumental music, dramatics, speech education, drawing, painting, sculpture and the cinema.* The silent influence of architecture will undoubtedly be very great even though architecture does not become a part of the curriculum, because of the monuments to great architects which the present policy of the college guarantees.

The situation as to the fine arts is entirely chaotic now at Occidental, as it is in nearly all of the American colleges. The students as a rule do not come to Occidental for music or any other of the fine arts. With rare exceptions they are ignorant of art and artists, except as the public schools have given elementary instruction and aroused elementary

* Contacts with the cinema are now being made at Columbia and Harvard.

appreciation. The college is lacking in equipment—has no organ, few pianos, no gallery, no art center, no atmosphere. Art has little hold on the members of the college or of the community. The college does have a fairly good art library; it has a popular department of speech education; it has a Greek theater where thousands have come to witness Greek tragedies, translated and produced by their grand old Greek teacher, Professor Ward, since deceased. It has about it remarkable art centers with which relationships might be established. The present work in music and the fine arts is largely detached from the life of the college. It has not yet been assimilated. Its potential power as a unifier and harmonizer is unrealized. The values of Greek to scholarship, of music to dramatics and religion, of art as a preserver and promoter of cultural ideas, are yet to be accepted and utilized. A first step might be an orientation course in fine arts, if the many-sided interpreters can be commanded. For guidance in the development of the fine arts I offer certain references.**

RELIGION

The conditions for a college-wide program of character development with its culmination in instruction and participation in the religious life are not ideal in the present college owing to its physical organization. The college as now organized is essentially a five-day college. A notable exception to this is found in the field of physical education, for which Saturday is utilized. There is, in general, no Saturday schedule in any other subjects and no Sunday schedule whatever. The students who disperse on Friday afternoon, as most of them do, are but remotely under college influences and are entirely without college atmosphere

** Association of American Colleges *Bulletin*: Vol. XII, 2, pp. 63-85; Vol. XIII, 3, pp. 265-288.

The Significance of the Fine Arts. Marshall Jones Co. Boston. 1923.

Klauder, Charles Z., and Wise, Herbert C. *Architectural Development of Colleges and Universities*. Scribner's. N. Y. 1928.

for the two days following. There is no college church at the college. There are some churches near the college. There is no college pastor. There is little affiliation with the scores of churches of the metropolitan district from which the students come. These conditions make a thoroughgoing program of religious education difficult though not impossible.

In an ideal system for a college of the Occidental type there would be certain permanent provisions such as (a) an entire faculty cordial to the religious life; (b) a college pastor; (c) curriculum instruction in religion, Biblical history and literature, and religious education; (d) a daily convocation; (e) one or more college churches; (f) various types of student religious agencies with varied provision for laboratory work in the community.

Ideally, all of these would be conducted on a voluntary or elective basis. The faculty who are not immediately concerned with the standard religious subjects should feel no compulsion to contribute their share to religious instruction, but should strengthen the religious life of the college as part of the day's work and play. Ideally, the students should not be required to register for courses in religion, to attend convocation or church or to engage in religious or social service activities. They should do these things because to do them is a part of the quest for the abundant life. In not a few colleges these are voluntary or elective activities and are successfully carried on as such. The whip of compulsion is always an admission of partial failure.

A. Occidental's constitutional method for the choice of officers and teachers is intended to guarantee a faculty cordial to evangelical Christianity. If the constitutional provision is carefully enforced, the teachers of English literature and of history, of physics and of biology, of economics and of sociology, of mathematics and of language, will buttress continuously the work of the teachers of religion. They will improve, without cant or preaching, the rich

opportunity afforded within their several fields for developing a unified theory of life orientation in the service of men and the worship of God. It was discovered in the conferences with faculty members that numbers of them dealing with various subjects are not only seizing this opportunity but are enlisting the confidence of the students to such an extent that they are made confidants in the deeper issues of student life. These teachers are teaching religion by indirection which, as has been said, is the most direct method of teaching that subject. With an entire faculty of such teachers, the most important item in a program of religious instruction would be secured. The principle of imitation is still the greatest ally of the teacher. Through it the will to be and do is stimulated and may be aroused.

B. Since there is no college pastor and no college church in the present organization the college loses the benefits which flow from a gifted personality so functioning and a well equipped laboratory, such as the college church is. These benefits are too well known to need elucidation here. Additional suggestions are made in the section dealing with the enlarged program as to possible and desirable uses of a college chapel. (See page 349.)

C. There is in process of development a system of curriculum instruction in which three or four well equipped and experienced men are participating as leaders. Much of this work is now on a compulsory basis. It is manifestly still in the experimental stage and it is too early to evaluate it.

The curriculum charts demonstrate that curriculum instruction in religion bulks large in the total program of the college. A test of real student interest will be afforded in the extent to which elective courses, over and above the required courses, are chosen in student registration. In the matter of volunteer religious associations, it is evident that the students have not yet found themselves.

D. The present arrangement for the daily convocation is also in the state of experimentation. No other agency

has been invented or discovered to take the place of the convocation, where students and faculty may worship as a group and where the ideals of the college may be impressively and creatively set forth. The faculty committee at Amherst which has been studying the question of required Sunday morning service and chapel attendance there notes that religious services are necessary "for the dedication of the college corporately to the highest purposes for which it was founded." Social solidarity and spiritual unity can best be attained as frequent meetings are participated in generally by faculty and students. The convocation cannot be a highly specialized agency appealing to the few. It must draw all and serve all. In some of the colleges of the country not only do the faculty and students attend these exercises without compulsion but through the radio the fathers and mothers over a wide area join the group also and participate in the exercises. The Occidental faculty with rare exception does not attend the chapel and convocation exercises. Such attendance is perhaps the acid test of the faculty's sense of responsibility for the college program as a whole.

E. The highest type of religious experience is achieved not by the usual passive methods which ordinarily characterize the classroom, the convocation and the church, but by actual participation in opportunities for rendering service to others. Through the various student organizations, local and intercollegiate, opportunities within the college community and without for the realization of these values may be afforded. Through their means much may be done to socialize the student life. Such associations are aids to student self-expression, which a college neglects to the peril of its student life. To make a specific suggestion, the pre-ministerial students at Occidental College, of whom there are said to be several, might be brought together for group thinking and planning in preparation for their life work.*

* See account of the Davidson College Ministerial Band, Davidson College, *A Diagnosis and Prescription*, p. 348.

In a word, it may be said that the general attitude of both students and faculty toward religion is most reassuring. The present difficulties are not personal so much as physical. The religious programs of the past have lacked in continuity.

CRITICISMS AND SUGGESTIONS*

Certain features of the general administration of the educational program should receive especial mention and commendation. Among these are:

The widely used plan of having teachers with full professorial rank take some lower division work.

The custom of allowing the registrar to visit the high schools from which the students come, to inspect the teaching and to confer with the principals. It is made all the more valuable in view of the fact that statements as to the progress of their students are made to the principals at the end of each semester and comparative averages of the various schools computed and made public.

It is an excellent record that 77 per cent of the men for the first semester and 80 per cent of the second semester were enrolled in some sort of sport, intramural or intercollegiate. May work in physical education be distributed more uniformly throughout the day?

The women of the faculty have developed a fine spirit of camaraderie and unity through the Women's Club.

Some members of the faculty have shown unusual interest and capacity in establishing contacts of an intellectual and social character between members of the faculty and students. One man meets one-third of his students in informal conferences and advocates "conversation-hours" on a voluntary basis and without credit.

The board of athletic control, the faculty athletic committee and the student executive committee have done much to change the governmental control from an oligarchy to a democracy, but much is yet left to be done.

* See President Bird's statement, pages 351-52.

The college does well to have an alumni secretary, a graduate manager, and in other ways to attempt to keep in close contact with present and former students. These agencies are most helpful in building morale.

The alumni secretary's utilization of the alumni association, alumni clubs, homecoming days, permanent class organizations, alumni publications, etc., is in line with the best practice elsewhere.

The graduate manager's oversight of many student organizations is helpful. All student organizations, including fraternities and sororities, with the supervision of the graduate manager, should make full reports of financial operations to the Comptroller. Some colleges publish full financial reports annually of each student organization. The experience in bookkeeping and financial accounting is a valuable part of an education.

The data for the entire period of Occidental's history show that the leading occupation of her graduates has been in the field of education. The college has made a significant contribution also to business and to the ministry and missions, although in recent years there has been a decline here.

The detailed ratios for the period 1890-1926 are: Teaching, 41.1 per cent; business, 23.4 per cent; home, 15.8; ministry and missions, 12; medicine, 1.9; law, 1.7; ranching, 1.5; journalism, .9; nursing, .7; arts, .6; engineering, .2.

Special Suggestions

There seem to be special reasons for making certain suggestions looking toward the development of morale and the extension of the principle of cooperation. The general faculty meeting might well be used for a discussion of a number of vital topics affecting the welfare of the college. The discussions ought to be based on carefully prepared committee reports.

It would be of undoubted value to all concerned if the faculty and board of trustees were to formulate a state-

ment of the objectives of Occidental. When approved these objectives would polarize all the activities of the college.

Shall Occidental follow the standards set by the University of California and Stanford in the matter of admissions or shall it adopt a system of its own, including principles of selective admission?

How is the problem of increasing scholarship to be solved? What projects and methods to that end are adaptable to the Occidental situation? There is much experience elsewhere from which to draw.

There is special need of attention to the whole question of the administration of freshman work. In many ways it is the most critical year of all.

What is the place of foreign languages in the Occidental program? Does the present requirement common to most California colleges of fifteen units of high school and college work provide for Occidental's most gifted students?

In some departments and in numerous groups there is a conspicuous absence of faculty conferences. Unity of purpose is not consciously developed.

To what extent, if any, shall Occidental carry on graduate and extension work? The relation of extension work to the work in Education?

The question of the uses and abuses of the "readers" should be given careful attention. It was reported to the surveyor that one reader passed on fifty or sixty final examination papers.

The whole question of the distribution of faculty and student time is worthy of careful consideration. Are time programs possible or desirable?

The work of the college would undoubtedly be toned up if the class lists and chapel lists were ready for distribution at the beginning of each semester. Under the present condition the college does not open under full steam.

There is urgent need for a new college schedule of work, and a redistribution of faculty and student time. It is

desirable that the afternoon as well as the morning be utilized to the full for academic purposes. At present too much of the work is crowded into five half-day sessions. Many colleges have a forty-four hour week.

VII. PROBLEMS PRESENTED BY THE PROGRAM OF EXPANSION

The Occidental plan has elements which distinguish it from any other plan in American college building. There are numerous other separate men's and women's undergraduate colleges which are parts of a larger whole. But all of these are the colleges of universities, having graduate and professional schools also. At Columbia and Barnard there are separate boards of trustees; at Harvard and Radcliffe there are separate boards and separate presidents, but the Radcliffe faculty is made up chiefly of members of the Harvard faculty. Brown and the Woman's College in Brown University, Delaware and the Delaware Woman's College, Rutgers and the Woman's College of New Jersey, Tufts and Jackson College, the Department for Women have in each instance a single board of trustees, a single executive and a single financial administration.

The Occidental plan has kindred features with the plan of the Claremont Colleges. It has, however, many striking differences. The fundamental characteristic which distinguishes the Occidental plan from practically all plans now in thoroughgoing operation elsewhere is that it provides for two undergraduate colleges with no organic association with graduate and professional schools. The Occidental plan is distinguished from the Claremont Colleges' plan primarily in that the two undergraduate colleges are to be some twenty miles apart and presided over by a single president. To these facts of primal importance there are numerous corollaries.

There is to be a single board of trustees, and a single executive and administrative head, functioning in both the

educational and financial field. This offers a most challenging project. No man or woman dare accept a place on the board unless he is prepared to devote a great deal of time and thought to the interests of the enterprise. There are unique elements in educational and financial administration which appeal to men and women of insight, capacity and experience. The president becomes the guiding personality in one of the most interesting and promising educational experiments now in process of development. To see this project through with two kindred but distinct centers of culture arising and meeting the approbation of the academic world and the larger American public is a task of the first order. To accomplish the task means the expenditure of much money as well as of much thought.

To be in line with the most progressive practice in college administration, the Occidental board should provide means for constant study of the internal development of the college, both as to facts and policies, and constant comparison with administrative and educational developments elsewhere.

DEANS

Each college will have a dean with extensive authority to work out on the basis of ascertained facts and approved experience the internal policy of his institution as a part of a larger unified plan. These deans will be able to function almost entirely in the field of instruction and student welfare. They must be provided with sufficient assistance so that they may devote themselves to the larger as well as the detailed problems of modern college administration. They will jointly have supervision of the admissions and records offices, and may determine some differences as to the techniques of procedure in this field in the two colleges.

FACULTIES

While the faculties will largely be separate because of the practical fact of the location of the two institutions, there may well be not only exchange teachers but teachers

who can serve on part time both colleges at once. Distinguished scholars and exceptional teachers will be drawn to the cooperative experiment who might not be attracted to a single undergraduate institution.

THE EDUCATIONAL PROGRAM

The construction of the curriculum, while following the technique pretty well approved by all liberal arts colleges, may also be carried on in the light of that experience elsewhere which discloses the advantages of special features for women and men separately. In certain kinds of work, experience teaches, women undoubtedly excel, while the women's colleges are now introducing new features which appeal particularly to women and which many educators believe can be developed in separate colleges with greater success than in coeducational institutions. The administrators of women's colleges call attention also to the advantage in separate classes, particularly in the lower division, as not so liable to distractions inevitable in classes made up of both sexes, and to separate student organizations which give young women more opportunity to carry responsibility and to obtain dramatic, athletic, social, executive and organizing experience than is possible if the men and women are associated continuously in these activities. It may be found in experience that seminars in the upper division of the two colleges may be combined with advantage.

LABORATORIES

There are obvious educational advantages in the separate laboratories which will be required under the new arrangement. A laboratory should not be crowded, as it often is, nor should it be used by a succession of classes if this means the repeated setting up and tearing down of demonstration apparatus or the interference with experiments in process. The ideal of the laboratory is individual supervision under conditions as free as possible from distraction. The laboratory should not be so conducted as to neutralize its most

valuable contribution to instructional method, by itself degenerating into an instrument of mass-production. It is altogether likely that the educational advantage of separate laboratories for the men's and women's colleges will outweigh the disadvantage of the necessary additional expenditure involved in their construction and maintenance. In the laboratories correlations may be made between associated departments, so as to achieve certain economies in space utilization.

LIBRARIES

It is certainly true that the erection and maintenance of two library buildings would be more expensive than if one were available for both colleges. As in all phases of the academic life, however, the specific educational interests of the particular group should have first consideration. In all college and university libraries the need is becoming more and more apparent of having books segregated for special purposes. The departmental library and the reserved books are educationally indispensable. Duplicated books may be distributed in two libraries as well as one, while provision may easily be made for loan books and even loan libraries. A few thousand books will serve for the purpose of daily use; many of the less used books may serve two libraries as well as one. Both libraries may be under a single management, thereby reducing overhead and facilitating the interchange of books. Two libraries under one administrative head will in no sense interfere with the ready discovery and wide use of books—the prime objective of modern library administration—but conceivably will facilitate both processes. In a region rich as the Los Angeles metropolitan district is, with numerous library collections of priceless value, most of which are open to purposes of teaching and research, the plea for the deposit of all the books a college is to use, in one place or one building, would be a plea for the perpetuation of the obsolescent. The two colleges may well have two general libraries and their students and faculties will use books from a dozen

libraries if the Occidental Colleges become what their founders are planning for. Attractive as the future library buildings will be, the most attractive material feature will be the carefully selected aggregations of books.

FRATERNITIES

Occidental now has fraternities and the assumption is they will be continued in the men's college. Occidental also has sororities; if they are retained, the woman's college will differ from most women's colleges in that respect. In general, women's colleges do not have sororities. At Randolph-Macon Woman's College there are sororities, with cottages—all on the campus and without sleeping quarters—for strictly social purposes. The girls all live in the dormitories and resort to the sorority cottages as places of retreat, for the development of camaraderie within their group, and for the entertainment of their friends. At Swarthmore the fraternity men and women also live in the regular dormitories and have their meals in the regular dining-rooms, while the fraternity lodges are simply meeting places and living rooms. At Swarthmore, the fraternity lodges are in the same group of buildings as the dormitories, the entire group symbolizing the unity of the college life. The grouping of these buildings makes obvious the fact that each fraternity is not an end in itself but is a part of a larger whole, and at the same time more pleasing architectural effects are obtained in the groups than in single small buildings. The plan contributes not only to the unity and beauty but to the democracy of undergraduate social life. The same general system prevails at Northwestern University in so far as the grouping is concerned, all men being housed either in dormitories or fraternity houses at one end of the campus, and all the women in the two types of buildings at the other end. There are no fraternity houses off the campus in the case of either Randolph-Macon Woman's College, Swarthmore, or Northwestern, and this general plan, while varying in minor details, is reported as entirely satisfactory.

As to facilities for dining, the best reports come from institutions that concentrate rather than distribute their kitchen and dining room facilities. A great number of separate food service units is uneconomical. With all fraternity and dormitory buildings grouped on the new Occidental campus about the Occidental Union, and the entire group conceived and executed in the light of the best architectural and educational procedure by the permanently employed college architect, a most important contribution may be made to the science of administration of a residence college. If this course is followed, the college will erect all the buildings and no land will be deeded to the fraternities, which will rent their quarters of the college on such conditions as may be deemed advisable. There is developing at other institutions a plan of the transfer of ownership of the furnishings and other properties from the hands of the active chapter whose membership is immature and constantly changing.

By the arrangement here set forth the college not only preserves its architectural unity, but the fraternities get the benefit of unified heating and lighting arrangements and janitor service. The sections of the group to be devoted to fraternities should be built to accommodate somewhat fewer students than the total membership of the local chapter, since it is desirable to have the rooms all occupied and some members may prefer to reside elsewhere. Furthermore, freshmen should not be allowed to change their rooming quarters during the first year. The fraternity sections should be so administered that residence there will be at a premium. Local fraternities which have not yet achieved strength and character and means, and alumni members, may be housed temporarily in the college union and allowed to accumulate funds while on their period of probation. The college has fortunately introduced the custom of pledging for sorority membership as late as the month of May.

RELIGIOUS LIFE

Under the new arrangement Occidental's definite commitment to the policy of carrying on a liberal college in the atmosphere of the religious life and of inculcating and encouraging the Christian spirit may have a chance of fuller realization. The environmental factors and the community life may be more fully controlled. In the belief of the writer, residence colleges are best served not by visiting clergymen except for special occasions, but by resident ministers who have full faculty status and who are gifted with especial insight into the needs and aspirations of young men and women. In some way such a college should furnish special teachers and preachers of religion—student leaders and fathers confessor—not amateurs but men and women highly endowed and equipped for this most important task. Occidental College now has an opportunity to set a high mark of performance in this field in which she has high aspirations. Some Protestant college should give an object lesson to all the rest by locating at the heart of the campus a chapel set aside for the daily use of students and faculties to which members of the college may resort in the midst of the day's work for relaxation, meditation and prayer. In this chapel, which should be a place of beauty as well as of seclusion, may be an organ and at stated occasions a choir, devotional reading, or other simple invitations to worship. Some of the Catholic colleges have achieved this high desideratum; a few of the Protestant seminaries have done so, and one state agricultural college has the courage to adventure in this domain. The placing of such a chapel on the campus and its successful functioning might be an answer to the charge sometimes altogether truthfully made that there is a wide gap between the stated purpose of the founders expressed in the charter or the constitution and the actual achievement of the college which calls itself Christian.

THE OCCIDENTAL UNIONS*

One of the most difficult problems the two new colleges will face will be the preservation of the traditions of the old Occidental. The former students may feel that their *Alma Mater* has been taken away from them. The new relations of students with the administration will be less intimate and personal rather than more so. The widely separated colleges, under the new arrangement, can scarcely be held together by one board and one general administration. The president will necessarily shuttle back and forth between the two campuses. The unity of the two colleges must be objectified and stabilized. If this unity is successfully symbolized, the spirit of the old Occidental may unobtrusively pass into the new units. The symbol will draw and hold all Occidental men and women. This can be effected through the construction of twin Occidental Unions, one on the woman's campus, one on the men's. Into each of these social and intellectual centers the rich values which inhere in student unions existing elsewhere, as at Hart House, Toronto, Stevens Union, Berkeley, and at the Willard Straight Hall at Cornell, may be incorporated.

But the two Occidental Unions should have a broader scope. Each should be the glad rendezvous of all the members of the Occidental family, past and present, men and women, former students, present students, board of trustees, faculties, fathers and mothers, relatives and friends. When an Occidental man enters the Union on the woman's campus he will feel that he is not a stranger or a visitor, but he is in his own home. As the United States Embassy in a foreign land is a part of the substance of his own country, so the Union is the peculiar substance of his *Alma Mater*. He finds himself in a better world—a world of dreams and memories and conquests. The Union is Occidental. When a woman goes to the men's college she finds the same sense of satisfaction in the Union on that campus.

* See President Bird's statement, page 351.

The two Unions should be both social and intellectual centers. Facilities will be afforded for all kinds of social functions, formal and informal, and, in addition, for all kinds of clubs, societies and associations which are organized for the promotion of academic ends. Here will be the home of the Dramatic Club, the French Club, the Science Club, the International Club, the Arts Club, and the rest. The local fraternities may have temporary rooms here also.

In these Unions may not Occidental write a chapter of social motivation different from that which is possible in the ordinary aimless social life? May not the Unions, in addition, be places of intellectual adventure, where members of the college meet in larger or smaller groups on the basis of intellectual interests? The pre-medical and pre-engineering students are now doing this. The capacity of the present faculty to guide the activities of an International Club are most unusual. The proximity of the college to world-famed artistic achievements fairly challenges an Art Association to the best type of service. The possibilities here in music, in dramatics, in architecture, in the cinema—in all the fine arts, can scarcely be duplicated. The Unions may be, in a sense not yet realized elsewhere, centers of comradeship and aspiration.

STATEMENT BY PRESIDENT BIRD*

Since your report was received many studies have been made as a result and the plans of the College have progressed most satisfactorily. May I gather up some of the events which relate to the report.

1. Money has been given by a group of friends for the erection of a Student Union and dining room at the present college for the ultimate use of the women's institution. This building will be the largest and the best furnished on the campus, thanks to the generous benefaction of the friends of the College.

* Written one year after the report was presented informally to the Board of Trustees.

2. Special committees have been at work on matters concerning the interrelationship of departments, overlapping of courses, teaching load, and adjustments have been made which we are disposed to think have been for the greater efficiency of the College.

3. The Board of Trustees has approved a pension plan, and has accepted the responsibility for those who become superannuated even before the money for the full operation of the pension plan is raised.

4. A second women's dormitory, accommodating seventy students, has been erected on the campus and a sum of money has been left as a legacy to Occidental sufficient to care for the erection of additional dormitories as they may be needed.

5. A campaign for \$5,000,000 was launched on Founders' Day, April 19, 1928. One million of this sum is sought for immediate endowment, a need especially stressed in your report; one million for additional buildings for the better furnishing of the women's institution, and three millions for buildings for the men's college at the time of undertaking the interrelationship. Of this sum considerably over a million and a half was pledged at the time the campaign was announced.

6. A pledge has been made for \$500,000 for the library at the men's college. A pledge has been made for \$500,000 for the chapel for the men's college. An additional assurance has been given that if the money for the chapel at the women's college is not given at the time the men's college is established, that this additional building will be given by an anonymous friend.

The survey made by yourself and Mrs. Kelly has proved of inestimable value to the college and is made the basis of discussion and planning in a very effective manner.